



***SUBSTANTIVE
CHANGE PROPOSAL***

Distance/Electronic Delivery of Courses

**Victor Valley Community College
18422 Bear Valley Road
Victorville, CA 92395**

SUBMISSION DATE: (Final Draft October 2012)

NAME OF PREPARERS:

**Rolando Regino, Dean of S.T.E.M. and Distance Education Coordinator
Lisa Ellis Chair, Distance Education Facilitator**

**Members of Distance Education Advisory Task Force (DEATF): Lisa Ellis (Chair), Tracy Davis,
Mike McCracken, Marc Skuster, Khalid Rubayi, Richard Cerreto**

Table of Contents

A. Overview and Rationale for the Substantive Change	1
1. A brief description of the change	1
2. Evidence of a clear relationship to the institution's stated mission	1
3. Discussion of the rationale for the change	2
B. A Description of the Distance Education Program	3
1. The educational purposes of the change	3
2. How the program meets Accreditation standards related to Student Learning Programs and Services and Resources	3
C. Planning process which led to the request for the change	4
1. How the change relates to the institution's planning, evaluation and stated mission	4
2. The assessment of needs and resources which has taken place	7
3. The anticipated effect of the proposed change on the rest of the institution	7
4. A clear statement of the intended improvements	7
5. A description of the preparation process for the change	7
D. Evidence that the institution has analyzed and provided for adequate human, administrative, financial, and physical resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including	8
1. Evidence of adequate and accessible student support services	8
2. Evidence of sufficient and qualified faculty, management, and support staffing	9
3. Evidence of professional development for faculty and staff to effect the change	10
4. Evidence of appropriate equipment and facilities, including adequate control over any off-campus site	11
5. Evidence of fiscal resources including the initial and long-term amount and sources of funding for the proposed change	11
6. Evidence of a comparative analysis of budget, enrollment and resource	11
7. A plan for monitoring achievement of the desired outcomes of proposed change	11
8. Evaluation and assessment of student success, retention and completion	12
E. Evidence that the institution has received all necessary internal and external approvals	13
1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed	13
2. Evidence that any legal requirements have been met	13
3. Evidence of governing board action to approve the change and any budget supporting the change	14
F. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change	14
1. Authority	14
2. Mission	14
3. Governing Board	15
4. Chief Executive Officer	15
5. Administrative Capacity	15
6. Operational Status	16
7. Degrees	16
8. Educational Programs	16
9. Academic Credit	16
10. Student Learning Achievement	17
11. General Education	18
12. Academic Freedom	18
13. Faculty	18
14. Student Services	19
15. Admissions	19
16. Information and Learning Resources	19
17. Financial Resources	20

18. Financial Accountability	20
19. Institutional Planning and Evaluation	20
20. Public Information	20
21. Relations with the Accrediting Commission	21
G. Evidence that each accreditation standard will still be fulfilled	21
1. Standard I: Institutional Mission and Effectiveness	21
2. Standard II: Student Learning Programs and Services	22
3. Standard III: Resources	22
4. Standard IV: Leadership and Governance	25
Appendices:	
	27
A. Degrees & Certificates Obtainable with 50% or more DE Courses	28
B. Demographics	29
C. Distance Education Faculty	33
D. Distance Education Classes Offered Spring 2010 – Summer 2012 By Discipline	43
E. Distance Education Classes Offered Spring 2010 – Summer 2012 By Course	48
F. Distance Education Performance Data	63
G. Curriculum Committee Approval Form	65
H. Distance Education Budget	69
I. Distance Education Proctor Policy	70
J. Online Student Readiness Survey	74
K. FAQ Frequently Asked Questions	77
L. Blackboard Help	80
M. Blackboard Browser Check	81
N. Distance Education Class Size	84
O. Organizational Chart	85
P. SLO Assessment Form	86
Q. VVC DE Plan	87

Substantive Change Proposal

A. A concise description of the proposed change and the reasons for it:

1. A brief description of the change

The purpose of this substantive change proposal is to report the degrees and certificates at Victor Valley College (VVC) for which 50% or more of the courses are offered via a distance education mode of delivery. Victor Valley College has a service area of approximately 2,200 square miles and the mission statement expresses a commitment to serve the diverse student populations within this area. To address this need, VVC has initiated an alternative mode of course delivery for students who prefer, or whose circumstances make it more practical to enroll in online courses. Based on the distance education courses offered over the past 3 years, it has been determined that the College currently offers 23 degrees all of which are attainable by taking 50% or more of the required classes via a distance education program. Additionally the college currently offers 32 certificates, which are also attainable by completing 50% or more of the required classes (see Appendix A) via a distance education mode of delivery.

2. Evidence of a clear relationship to the institution's stated mission

As stated in Victor Valley College's mission statement VVC is committed to creating "exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy." A distance education platform for learning will provide these lifelong opportunities for these students.

Mission Statement

Victor Valley College's mission statement reads as follows:

The mission of Victor Valley Community College is to:

- Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

3. Discussion of the rationale for the change

VVCs submission of this Distance Education Substantive Change Proposal is based upon the growth in distance education over the past five years as well as the number of degrees and certificates for which 50% or more of the course work is offered online. Over the last decade, VVC has provided distance education in various formats, including hybrid/blended and 100% online via the Internet. The need to provide students with access to courses at a location and/or time that is convenient to our students varying needs was the impetus behind the ongoing expansion of the electronic delivery of courses.

At the national level, online enrollments are growing on average at 10% per year compared to less than 1% for traditional course enrollments; and, at the California state level online enrollments are growing on average at 16% compared to 1% for traditional course enrollments (CCCCO Distance Education Report, 2011). At VVC, 20.71% of all enrollments were in distance education classes during fall 2010 and spring 2011. 83.84% were in 100% online sections, and the remaining 16.16% were in hybrid sections. Approximately 15,232 students enrolled in one or more 100% online course sections in fall 2010 and spring 2011. (See Appendix F) VVC students continue to embrace online and hybrid learning opportunities because they provide more flexibility in addressing work schedules, personal circumstances, cost of transportation, time constraints, and economic pressures.

Additionally, the change proposal was prepared in response to the following recommendation issued by the Accrediting Commission for Community and Junior Colleges on the basis of the 2011 Victor Valley College Self Study Report and evaluation team report:

Recommendation 5:

In order to meet the Standards, the College should examine and provide evidence that appropriate leadership ensures the accessibility, quality and eligibility of online and hybrid courses and programs and that such programs demonstrate that all services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. (IIA, IIB, IVA1)

Although prior submission of a proposal to initiate distance education courses was submitted to the accrediting commission (in 2004), a new distance education plan (DE plan) was drafted and approved by the College Council and Academic Senate in the spring and fall semesters of 2012, respectively. The new DE plan not only guarantees the appointment of appropriate college leadership, as mentioned in the ACCJC's recommendation, but also ensures the accessibility and quality of online courses through policy revision of the college's institutional and student support as well as faculty training and professional development. Critical parts of this plan will be elucidated in this document.

B. Planning process which led to the request for the change

1. The educational purposes of the change.

Distance education course sections at Victor Valley College are fully integrated into the discipline curricula for which they have been developed. Thus, the distance education classes that may comprise 50% or more of the degrees and certificates listed earlier in this proposal are sections of General Education and major degree courses that are also offered at Victor Valley College through the traditional face-to-face method of delivery. All courses and programs at Victor Valley College, regardless of the mode of delivery, are designed to support the educational purposes defined in the district mission statement:

- Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

Courses and programs offered all or in part via distance education are intended to provide accessible and quality education to all students. However, they are intended to be of special service to those who reside at some distance from the campus and to the substantial and growing percentage of adult students in the age 22-35 category whose family and employment responsibilities complicate participation in traditional face-to-face instruction.

2. How the proposed program meets Eligibility Requirements, Accreditation Standards and Commission policies related to Student Learning Programs and Services and Resources.

The courses proposed to comprise 50% or more of the college's indicated programs are fully compliant with all Eligibility Requirements, Accreditation Standards, and Commission policies related to Student Learning Programs and Services and Resources. All of the college's courses and programs are subject to the same procedures for approval, evaluation, and improvement and are supported by student services that are similarly subject to procedures for evaluation and improvement using appropriate measures centered on student learning. Distance education courses and programs are fully integrated into the college's procedures for allocating human, physical, technical, and financial resources. There are no differences between face-to-face and distance education courses and programs with regard to Eligibility Requirements relating to degrees, educational programs, academic credit, student learning and achievement, general education, and student and learning resources.

Distance education and face-to-face sections of the same course are governed by a single course outline of record and for this reason share the same description, content, student learning outcomes, instructional objectives, advisories or prerequisites, and accessibility requirements. Classes offered via distance education are subject to the same standards of quality in the approval of curriculum as are face-to-face classes. Moreover, the Academic Accommodations checklist for each course proposal includes the following requirement: “Technology used to deliver Distance Education components of this course meet standards for accessibility to persons with disabilities.” The approval of a course for distance education, however, requires a separate curriculum committee review and approval in order to ensure compliance with standards of effective practice approved by the Academic Senate. Each proposal of a course for distance education must document regular effective contact by designating specific contact types, such as email, chat (synchronous dialogue), Web casts, and on-campus meeting announcements. In addition, frequency must be indicated for each contact type that is at least equivalent to instructor-student contact in the traditional setting. Out of a concern for supporting high quality Distance Education instructional practice, including consistent and substantive contact between instructors and students, an online and hybrid class size of 30 students per section has been established and included in the agreement between the Faculty Association and the District.

College-wide data comparing student characteristics and achievement in distance education and face-to-face courses have been compiled by the Research Office and published in [Annual Report 2009](#) and in the Distance Education Plan 2012. The Distance Education Plan 2012 explicitly acknowledges the need for improvement in the college’s management and support of distance education and for improvement in learning, access, and success among distance education students. Five action plans define concrete improvement activities scheduled for implementation during the Fall 2012 semester.

C. A description of the planning process which led to the request for the change, including:

1. How the change relates to the institution’s planning, evaluation and stated mission

Distance education courses and programs directly support the commitment defined in the college’s Mission Statement (8/14/12) to “Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs. “ Moreover, distance education programs and courses support the commitment of the VVC Mission Statement to expand student access by creating “exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.” Finally, the values formally recognized in the Mission Statement of Victor Valley College include “Accessibility – facilitating access to the college’s programs from other locations.” All distance education courses and programs enhance accessibility, support imaginative uses of collaboration and technology, and will provide many lifelong opportunities for these students.

Components of the college’s planning and evaluation procedures that related directly to distance education include the following:

- The Distance Education Committee
- The Distance Education Plan
- The Technology Committee
- The Victor Valley College Technology Master Plan
- Program Review
- The Educational Master Plan

The Distance Education Committee (DEC) is a college-wide shared governance committee that replaces the Academic Senate Distance Education Committee and the Distance Education Advisory Task Force (DEATF) convened by Distance Education Facilitator. The charge of the Distance Education Committee is as follows:

DEC Charge: The Distance Education Committee makes collaborative decisions and recommendations for maintaining and improving the quality of all aspects of distance education. The DEC reports to College Council. Specific committee responsibilities include the following:

- Assists and advises the DE Facilitator in planning and coordinating distance education training
- Reviews online services for students and faculty and makes recommendations for additions and improvements as needed to the appropriate administrator and to College Council.
- Monitors progress on implementation of the college Distance Education Plan and updates this plan as needed, but not less than once per year
- Consults with the Curriculum Committee in matters involving distance education course and program approval procedures.
- Reviews the Distance Education Coordinator's annual Title V mandated report of all distance education activities to the Board of Trustees, and makes recommendations

The Victor Valley College Distance Education Plan 2012 was created by the DEATF and has been approved by College Council and the Academic Senate. It is a comprehensive planning document directed toward improvement of distance education student learning and institutional support for distance education centered on the following five goals:

- Establish a structure for the effective management and coordination of Distance Education under the Vice President of Instruction, including formal definitions and assignment of authority and responsibility for DE supervision and leadership.
- Adopt and implement minimum district standards for campus and student services support for DE faculty and students.
- Develop, adopt, and implement standards for the expansion of DE at the college and for maintaining and improving the quality of DE courses and programs.
- Provide faculty readiness training and professional development opportunities for faculty interested in developing distance education courses that address both the pedagogy and technical components of distance education.
- Develop procedures by means of which to integrate DE into the college's planning, evaluation, and improvement systems.

For each goal the DEATF developed an action plan with objectives, timelines, and responsibility centers.

The Distance Education Coordinator is a member of the Technology Committee, a college-wide shared governance committee that has adopted the following mission: “The mission of the technology committee is to guide Victor Valley College in providing the technological environment required by students to achieve successful learning outcomes.” The charge of the Technology Committee is as follows:

- Provide recommendations to enhance, improve and expand communications including telephone, direct contact to campus users and emergency.
- Recommend policies and procedures regarding campus technologies.
- Monitors the adequacy of technology platform to support instruction, students and staff.
- Develop campus-wide technology plan and provides oversight for plan implementation and success.
- Monitors and assess campus-wide technology distribution and support in line with end-user needs.

The Technology Master Plan developed by the Technology Committee provides guidelines for the acquisition, management, ongoing use, and integration of information technology at Victor Valley Community College. “Technology” is defined in this plan as “software, hardware, and infrastructure that either directly or indirectly affect instruction, learning outcomes, and services within the Victor Valley College campus community.” The Technology Master Plan includes “improve distance learning opportunities” among its identified strategies for Instruction.

Objectives for Goal 5 of the Distance Education Plan, given above, include the integration of DE planning and budget development into Program Review. The following activities for achieving this objective are to be implemented during Fall 2012 by the Program Review Committee, the Dean of Student Services, the Dean of TIR, and College Council.

- Revise Instructional Program Template to include DE Fact Book data; checklist for assessing DE class and program quality; class evaluation survey results; and DE-related budget fiscal, technical and human resource needs.
- Create a Program Review addendum for DE related student services departments or programs that includes relevant DE Fact Book data; a summary of students and faculty served, assessment of service quality, student and faculty evaluation survey results, and DE-related fiscal, technical, and human resource needs.
- Revise AP 1202 Implementing Institutional Effectiveness to include review of PR reports by the DEC for evaluation of DE effectiveness and recommended planning priorities.

The college’s Educational Master Plan incorporates Distance Education Plan (DEP) 2012 and recognizes the strategic challenge of expanded demand for technology as students increasingly rely on online resources. Accordingly, the Master Plan identifies two Strategic Planning Priorities that directly involve Distance Education Plan (**Educational Master Plan**):

- Meet the needs of all students through a variety of scheduling options, class locations, service delivery methods, and universal access to programs and services.
- Expand the use of technology to improve instructional programs, student support services, and campus support operations.

2. The assessment of needs and resources which has taken place

Other than the projected integration of distance education into program review outlined above, the college has no formal process for identifying needs and resources for the delivery of courses and programs by distance education. During the Spring 2012 term, the Distance Education Coordinator in consultation with the DEATF developed the following budget recommendations for the 2012-2013 academic year:

- Blackboard Training: \$40,000.00
- New Online Faculty Training: \$5,000.00
- Miscellaneous Project: travel, software: \$5000.00

3. The anticipated effect of the proposed change on the rest of the institution

An increase in the percentage of the college's students who choose to enroll in DE courses and programs would result in an increase in demand for online access to student support services and learning resources. However, all distance education courses and programs covered by this Substantive Change proposal have received local and California Community College Chancellor's Office approval and have been made available to students following careful development and planning. As a result it is not anticipated that these courses and programs will have any additional effect of a significant or noteworthy nature on the rest of the college.

4. A clear statement of the intended benefits that will result from the change.

The primary beneficiaries of the change described in this proposal are students for whom distance learning provides for expanded and flexible access to courses and programs that satisfy their educational and career training needs. Among these students are the typically younger digital natives with fully developed technical skills for whom instruction mediated by technology is preferable to traditional seat time. Student data show, however, that the percentage of distance education students in the 26-40 age categories is significantly greater than the institution as a whole. This is not surprising, as distance education classes and programs directly benefit older students with child care and employment responsibilities who cannot attend face-to-face classes on campus. Given that the 30-35 age group within the service area population, as reported in the college's 2012 Educational Master Plan, is projected to increase by 70% in the next five years, distance education at the college is likely to experience a significant increase in demand from a much larger segment of the student population.

5. A description of the preparation and planning process for the change.

Distance education began at the college in Spring 1999 when seven online sections were offered in accordance with the planning objective of expanding service to students who were unable to travel to campus. As a result of the strong demand for these classes, the faculty and the Chief Instructional Officer formed the Distance Education Advisory Committee and charged this committee with creating and implementing a marketing plan targeting the demographically typical online student.

At the beginning of the development process, procedures for curriculum committee review and approval of courses for distance education were adopted and implemented in order to ensure

the quality and transferability of all courses delivered in this way. Moreover, the college funded faculty training in distance education technology and pedagogy and faculty development of new distance education classes. On the recommendation of the Distance Education Advisory Committee, the college's locally developed and supported course delivery platform was replaced in 2002 with Blackboard, a commercially supported learning management system. This change was accompanied by additional training and the establishment of the Help Desk in order to provide faculty and student technical support.

Distance education at the college has expanded dramatically over the last 13 years, with distance education enrollments increasing to more than 20% of institutional enrollment by fall 2010. Despite this undeniable success, distance education faculty also acknowledge the need for systematic and formally recognized procedures of distance education evaluation, planning, and improvement. These procedures and the standards of quality by which they are governed were developed and incorporated into the Distance Education Plan 2012 during the 2011-2012 academic year by the faculty members of the Distance Education Advisory Task Force under the leadership of the Distance Education Facilitator and in consultation with the newly appointed Distance Education Coordinator. Following final Academic Senate and College Council approval, this plan is to be implemented in the fall of 2012.

D. Evidence that the institution has analyzed and provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

1. Adequate and accessible student support services; enumerate services as detailed as possible; provide electronic links where available

The District provides DE students with an array of support resources and services that are comparable in scope and accessibility to those provided for its on-campus population. Services include enrollment, orientation, advisement, tutoring, and other support services designed to foster DE student success.

A suite of tutorials explaining and demonstrating the use of Blackboard functions and tools (My Grades, Discussion Board, Email, Messages, Login, Personal Information, etc.) are available from each DE student's Blackboard homepage.

Frequently Asked Questions are available from the Blackboard Homepage to inform students about basic features and technical requirements of DE classes. (See Appendix K). The Online Student Readiness Assessment (See Appendix J) is available to guide students in determining whether or not they are prepared to succeed in DE class work.

In each DE class, the student "Homepage" (currently Blackboard's "MyVVC") includes a module that provides instructions for using Blackboard tools and functions.

The class schedule in WebAdvisor identifies each online and hybrid section.

Procedures and a standard for proctored testing are published to enhance consistency across disciplines, and DE classes that require proctored testing are identified in the class schedule and WebAdvisor. In September 2012, the VVC Academic Senate passed the Online Proctor Policy (See Appendix I)

2. Sufficient and qualified faculty, management, and support staffing

In Section V of the Distance Education Plan (DEP), Victor Valley College has established a stable and dynamic structure to maintain excellent online instruction and support for all constituency groups.

Distance Education Administration and Organizational Structure:

Vice President of Instruction:

The Vice President of Instruction oversees the distance education program and has final responsibility for ensuring the quality and reliability of institutional support for all instruction and services offered through distance education at the college.

Distance Education Coordinator:

Under the supervision of the Vice President of Instruction, the DE Coordinator assists the Faculty Distance Education Facilitator in maintaining, expanding, and improving DE services to students and faculty. The DE Coordinator acts as liaison between state chancellor's office, the college and the distance education Facilitator and is responsible for maintaining accurate records for the Chancellor's Office and making sure that the college's DE courses, programs, and services are in compliance with all relevant HEOA, ACCJC, ADA, and CCR Title 5 standards and regulations. The DE Coordinator supervises the Online Help Desk and is responsible for ensuring the quality and effectiveness of the services provided by the Help Desk staff to DE students and faculty. In addition, the DE Coordinator develops, submits, and manages the annual DE budget; develops and maintains the DE portal; consults with the DE Facilitator and DEC on overall DE planning; and compiles and presents to the district board an annual report on all DE activity at the college.

Faculty Distance Education Facilitator:

The Faculty DE Facilitator is appointed by the Vice President of Instruction and receives a stipend equal to 60% reassigned time. The Faculty Distance Education Facilitator is responsible for DE planning and professional development, assists faculty in the development and improvement of DE courses and programs, and consults with and advises the college community and its constituencies and leadership on DE related matters. The Faculty DE Facilitator acts as a liaison between faculty and administration for distance education matters; and creates plans for faculty development and other quality related areas of Distance Education. The DE Facilitator chairs the Distance Education Committee and reports directly to the VPI.

Technology Committee

This committee is a college-wide committee. Members include representatives from all campus constituencies and Instructional Media Services, the Director of IT, and the Distance Education Coordinator. The committee monitors the adequacy of the technology platform to support

instruction and staff, and recommends policies and procedures regarding campus technologies to the appropriate administrator and College Council.

Distance Education Committee:

The DEC is a shared governance committee comprised of the Distance Education Facilitator, who is also the chair of the committee, three (3) faculty appointed by the Academic Senate, one faculty (1) appointed by the Faculty Association, the Distance Education Coordinator (manager), the platform (currently Blackboard) administrator or a Help Desk designee (CSEA), and one student appointed by the ASB president.

In addition to the personnel noted above, VVC has consistent and high quality technical, administrative, and operational support for DE faculty and students. The adoption of DE Plan 2012 by College Council and the VVC Academic Senate demonstrates that faculty, administration, and staff acknowledge the standards stated below are critical for delivering effective distance education classes, programs, and services that fulfill the mission of the VVC district by promoting student access, progress, learning, and success.

In terms of general support, the district guarantees sufficient funding for a stable and educationally effective DE infrastructure, including a course management system that meets instructional and learning needs and a sufficient number of dedicated and appropriately trained staff to manage this system. The district plans to provide continual on-call technical monitoring for all systems related to the delivery of DE classes, programs, and services.

The annual District budget for DE includes sufficient funds for equipment, software, and DE platform enhancements, as requested by DEC. The Research Office will produce an annual DE Fact Book, a comprehensive annual report of longitudinal DE data that includes student demographics, courses offered, section counts, curricular distribution, comparative retention and success rates, and other information regarding the scope and quality of DE at VVC.

3 .Professional development for faculty and staff to effect the change

Victor Valley College is committed to ensuring that faculty will be allowed to grow into distance education at their own pace and comfort level. No faculty member will be admonished for not offering distance education courses, or forced to convert courses to the online environment. All current faculty members are given the opportunity and support to offer DE courses. Retired faculty members are encouraged to develop online courses and/or continue to teach the online courses that are appropriate and expedient for the department and division.

The administration and the DEC provide expert DE course development training and support in all areas that involve issues of compliance, including accreditation standards, accessibility requirements, and Title 5 regulations. The district provides funds for appropriate technical and pedagogical training for all DE faculty. (See Appendix H)

The DE Facilitator, in consultation with the Staff Development Coordinator, is responsible for developing and organizing an annual schedule of Professional Development activities for DE faculty. The following activities are included in each annual schedule:

- One set of custom workshops delivered by Blackboard Consulting, or training personnel representing the current district platform.
- Two faculty-led workshops showcasing effective instructional practice, applications of tools or innovations in DE course or program design.
- Webinars (as available) conducted by DE-related developers and organizations to highlight new DE technologies or instructional applications.

As recommended by the DEC, the Staff Development Coordinator will set aside an appropriate percentage of Staff Development funds to support participation of district DE faculty in DE conferences and other relevant off-campus activities.

4. Appropriate equipment and facilities, including adequate control over any off-campus site.

The nature of distance education does not require additional equipment or facilities; however, sustainable technology for faculty and staff is essential. In coordination with VVC administration and the VVC IT department, the DEC and the Technology committee will monitor the needs of faculty, staff and students to ensure that adequate equipment for the delivery of DE courses is available.

5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

In the Distance Education Coordination and Leadership Action Plan, Goal #1 (in the DEP), VVC has established effective structure for administrative coordination of DE, and a provision to create a separate budget code and budget development procedure for direct DE personnel, equipment, software, and other costs has been initiated. The college's DE offerings are funded primarily through the apportionment revenue that they generate for the district. There are no additional costs associated with the changes reported in the present Substantive Change proposal. During the 2011-2012 academic year, the college's DE enrollments were equivalent to 1724.8 FTES, earning \$7,877,161.60 in gross apportionment revenue.

6. A comparative analysis of the budget, enrollment and resources; identify new or re allocated funds.

The DE Budget is presented in Appendix H, and DE enrollment figures are presented in Appendix F.

7. A plan for monitoring achievement of the desired outcomes of the proposed change is outlined in section IX of the DEMP

Distance Education is integrated into district wide processes for planning, evaluation, allocation, and improvement. The DE Coordinator, DE Facilitator, and DEC are jointly responsible for implementing the following planning, evaluation, and improvement procedures for DE.

- The DE Plan was developed by the DE Facilitator in consultation with the DEC and with the assistance of the DE Coordinator. This plan incorporates data on the scope and performance of DE at the college, improvement goals, and action plans. The DE plan has been approved by Academic Senate, College Council, and President's Cabinet.
- The DE plan will be reviewed and updated annually by the DE Facilitator and DEC.
- DE will complete Program Review on a three-year cycle, and will complete an annual update yearly, as other instructional programs do. In this Program Review process, Instructional and Student Support program reviews will incorporate program-level evaluation, planning, and budget development for DE. The DE Coordinator is responsible for completing a DE program review for the purpose of evaluation, planning, and budget development for DE institutional support services.
- The DE Coordinator compiles an annual report on all district DE activity and is responsible for submitting this report to the Board of Trustees by August of each year. The Annual Report incorporates data on DE performance and incorporates the most recently updated DE Plan. Following submission to the district board, the Annual Report is published on the DE portal and on the Planning Webpage of the Office of Institutional Effectiveness.

8. *Evaluation and assessment of student success, retention and completion.*

DE student success, retention, and completion rates are compiled by the Office of Institutional Research and reviewed and reported by the DEC in the DE Plan (See Appendix G DE Plan) and by the DE Coordinator in the Annual Report of DE Activity. Detailed comparative data for each course offered over the last two years demonstrate notable variations within and across disciplines, with DE retention and success rates sometimes higher, sometimes lower, and sometimes equivalent to non-DE rates. However, the overall retention and success rates for non-DE classes are consistently higher than the rates for hybrid and online classes, with success in non-DE classes exceeding DE success by 5-10 percentage points. (Appendix F).

Acknowledging that there are many factors regarding the delivery of DE classes that may influence student performance, the VVC DE Plan 2012 includes improvement goals and action plans for DE management, support, instructional quality, instructor qualifications, and evaluation and planning. Preliminary student support strategies for improving DE student retention, success, and completion, as outlined in the Distance Education Institutional and Student Support Action Plan, include the following activities:

- Offer proctor service at offsite locations that can be integrated with Datatel and WebAdvisor for placement of DE students who choose not to complete assessment on-site.
- Assign primary contact responsibility for DE student advising to one member of counseling department. Develop procedures for distribution of response to DE student request to all counselors.

- Link to Datatel interface for degree audit so that student can determine course options for graduation with Associate degrees. Provide online access to information about graduation and major requirements for students' degree completion goals.
- Link DE students to YouTube-based tools and other sites that offer supplemental course content demonstrations. Develop 24/7 remote tutoring service for DE students. Schedule face-to-face and online orientations for new DE Student throughout the year. Develop and implement a student DE readiness assessment and skill development tool that is integrated with existing entry assessment procedures and linked to resources for improving student readiness. Develop and post on all student Blackboard homepages a module with instructions for platform functions and tools.
- Publish organized links and resources for DE students, including registration information, DE FAQs, student services, technical support, and Blackboard tutorials.

E. Evidence that the institution has received all necessary internal and external approvals, including

1. Statement of faculty, administrative, governing board, or regulatory agency approvals needed and met

Online courses at Victor Valley College are subject to an approval process. The process includes using forms created and approved by the Distance Education Committee, a shared-governance committee comprised of faculty, administration, and college representatives, and the Curriculum Committee, a committee of the Academic Senate which approves courses for DE in separate motions at its meetings. (See Appendix G). Proposals by the faculty initiator are approved by the department chair and the dean of that division. DE class sections must follow the same course outline including student learning outcomes, instructional objectives and critical thinking activities as the onsite class, and the course outline for the class must have been updated according to Title 5 requirements. The approved courses are then sent to the Chief Instructional Officer for inclusion in the College schedule of classes and catalog. The online classes as well as all other classes approved by the Curriculum Committee are sent to the Board of Trustees on a regular basis for the approval.

External Regulatory and Legal Requirements: These include courses, degrees, and certificates approved by the Chancellor's Office. Victor Valley College keeps abreast of changes in the regulations for distance education through participation of its distance education coordinator in the Chancellor's Office Distance Education Coordinators' Meetings, which are hosted by staff from the Chancellors' Office and the Dean of Library and Technology at Mt. San Jacinto College. The Distance Education Coordinator also attends the Online Teaching Conference (OTC) on a regular basis to monitor regulatory changes and learn new online teaching developments in the field. Any requirements and updates are disseminated to department chairs at regular Department Chair meetings and to administration at Deans' meetings. In addition, regular reports are posted at the college website.

2. *Evidence that legal requirements have been met*

All courses at the college that incorporate any component of Distance Education instructional delivery are subject to separate review and approval by the Curriculum Committee in order to ensure compliance with Title 5 regulations for Distance Education. All courses are also taught by instructors who meet the minimum qualifications to teach in that area. The college complies with Higher Education Opportunity Act regulations regarding the authentication of student identity in order to verify that the student who participates in and receives credit for a Distance Education course or program is the same person who registers for this course or program. Verification occurs in accordance with the requirement stated in the District Contract with the VVC Faculty Association that all new classes offered online utilize the district's learning management system for initial contact with students. Student may access Blackboard, the district's learning management system, only via a secure log-in and password. This access procedure is also required for Distance Education courses in the discipline of Computer Information Systems delivered by the Moodle Learning Management System.

3. *Evidence of governing board action to approve the change and budget supporting the change*

Distance Education reports have been made to the Board of Trustees and they have encouraged continued investment and development in this area as an appropriate alternative instructional delivery system for a service area of over 2,200 square miles. The Board was kept apprised of progress being made in establishing the online program through presentations by faculty and administration. The Administration and the Board of Trustees have supported the change in delivery of online courses by committing to the initial purchase of the Blackboard Course Management System license and have supported any staff training that was necessary to implement the system. This monetary commitment came from the College's General Funds. Also, during past years, funds from the General Funds supported a faculty facilitator who worked with the faculty and administration to develop and offer more online courses. The students and faculty requested a technical Help Desk which was also made available again from the College's General Funds. The Board of Trustees has also approved a budget from the college to support the Distance Education program with resources for online teacher training and materials to support the program.

F. Evidence that Eligibility Requirements will still be fulfilled after the change. Any requirements particularly impacted by the change are addressed in detail.

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Victor Valley College is accredited by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC). The institution is

currently authorized to operate as an educational institution and to offer undergraduate education.

The authority eligibility requirement will remain the same.

2. *Mission*

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning.

As indicated in Section C and as part of the integrated planning process for Victor Valley College, the mission statement was reviewed, and new goals were adopted by the Board of Trustees in 2011. The mission statement expresses the commitment of Victor Valley College to make "accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy" through "innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs."

3. *Governing Board*

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership (five members and a student trustee) is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed, and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The eligibility requirement for the governing board will remain the same.

4. *Chief Executive Officer*

The institution has a chief executive officer, Dr. Christopher O'Hearn, appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies.

The eligibility requirement for the chief executive officer will remain the same.

5. *Administrative Capacity*

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The administration (the president, vice presidents, deans) in collaboration with faculty and staff supports DE programs in several ways. The Distance Education Committee supports faculty in the use of technology and pedagogy to assure the complete quality presentation of a course. As indicated in Section D, the College supports the online faculty through training programs. Originally, the Teaching-Learning Center served as a resource for faculty in developing Web/Internet, multimedia and software-based learning objects and environments by providing individual workshops, seminars, and training courses focused on the acquisition of skills and the formation of knowledge related to ongoing learning-project development. The current Distance Education Plan continues to support similar training programs to insure quality training for VVC faculty.

A Help Desk that is staffed by an Instructional Assistant III and four additional staff also provides training on the Blackboard platform in support of the online coursework. Blackboard, a commercial online platform, gives greater flexibility and provides online learning opportunities for online students. A counselor is available for academic advisement through email, and the math and English departments provide online tutoring to students.

6. *Operational Status*

The institution is operational, with students actively pursuing its degree programs.

Victor Valley College has been in existence since 1961 and is accredited by Western Association of Schools and Colleges. Victor Valley College's accreditation was last reaffirmed by the Accrediting Commission for Community and Junior Colleges at its meeting in 2005. On the basis of its 2011 Self Study and site visit, the college was placed on probation by the ACCJC in June of 2011. VVC expects full reaffirmation of its accreditation status in January 2013.

7. *Degrees*

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

The eligibility requirements for degrees will remain the same.

8. *Educational Programs*

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and

culminate in identified student outcomes. At least one degree program must be two academic years in length.

In the delivery of courses by DE, processes are embedded to determine student learning outcomes through the Research Office and the program review process. As indicated in Section A, the change is one of instructional delivery not instructional content. DE courses are the same length and equivalent content and are conducted at comparable levels of quality and rigor as traditional courses. The course outlines are identical to the onsite courses.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

The eligibility requirement for academic credit remains the same.

10. Student Learning and Achievement

Following the framework developed for learning assessment at Victor Valley College, student learning outcomes for all courses and programs at Victor Valley College have been developed via CurricUNET, the district curriculum development software. Under the direction of the Office of Institutional Effectiveness, service area outcomes and assessments have been developed for all non-instructional programs and support services. TracDat, the district's assessment management software, is the common repository for all documentation of assessment results, dialog, and action planning. (**Accreditation Follow-Up Report**) Moreover, learning assessment has been formally linked to procedures for planning, evaluation, and resource allocation through integration into the district-wide program review process for both instructional and non-instructional programs and services. (**Program Review Handbook**).

A single set of student learning outcomes is established for each of the college's courses and programs. This set of outcomes governs course, degree, and certificate content and the awarding of credit, regardless of the mode by which instruction is delivered. As a result, the initially implemented framework for learning assessment at the college has not provided for the separate assessment, review, analysis, and reporting of student learning outcomes data for DE sections or for programs completed by DE. However, a revision of the college's Student Learning Outcomes Report Form has been recommended to facilitate the separate reporting and review of assessment data from DE class sections. (Appendix O: SLO Assessment Report Form) In addition, the Distance Education Planning, Evaluation, and Improvement Action Plan of VVC DE Plan 2012 lists the following activities to be implemented for the purpose of integrating DE planning and budget development into the district's program review process:

- Revise Instructional Program Template to include DE Fact Book data; checklist for assessing DE class and program quality; class evaluation survey results; and DE-related budget fiscal, technical, and human resource needs.
- Create a Program Review addendum for DE related student services departments or programs that includes relevant DE Fact Book data; a summary of students and faculty served, and DE-related fiscal, technical, and human resource needs. DE student services are assessed in each program's annual program review process.
- Revise AP 1202 Implementing Institutional Effectiveness to include review of PR reports by the DEC for evaluation of DE effectiveness and recommended planning priorities.

The Instructional Program Review Committee, the Dean of Student Services, the Dean of Technical Information Resources, and College Council are responsible for implementing these activities during the fall 2012 semester.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

As in traditional programs, Victor Valley College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. General education requirements are indicated in the 2012-2013 Catalog. General education has comprehensive learning outcomes for the students who complete it. The same principle applies to online coursework

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The eligibility requirements for academic freedom and the principles and practices of academic freedom remain the same.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. (See Appendix C) A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

As described in the program statement, appropriately qualified faculty has been selected to teach these courses. Online faculty submit a course approval form for online courses that indicates how they will use electronic media (e.g., bulletin boards, asynchronous chat) to maintain student contact to achieve course objectives. Classes may be offered online once the Curriculum Committee has approved them for online. Contract language states that teachers must be qualified to teach. The College provides adequate technical support, appropriate training and workshops through Staff Development and Distance Education Committee-sponsored workshops the help desk, and the Information Technology Office.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

The College has supported the development of support services and student services that complement the development of online courses for students; and all of this has been accomplished in a truly College-wide effort. Efforts in Student Services and other support services have complemented those in Instruction. Support to online students is provided in the areas of a web-based admissions application, registration, and fee payment; academic advisement through email, online financial aid application (FAFSA); and student onsite and online purchase of books and supplies. The Math and English departments offer online tutoring. Disabled Student Programs and Services, Extended Opportunity Program and Services, and Cooperative Agencies Resources for Education offer comprehensive information about their respective programs and services through the Victor Valley College web site. The web-based admissions application process was made available in Spring 2000.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The eligibility requirement for admissions remains the same.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information, learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered. The traditional services for information and learning resources, i.e., Library and the Learning Resource Center, are offered to the onsite and online student. The Learning Resource Center has identified and made available a significant number of online electronic databases to facilitate distance learning. The College offers online access full-text periodicals through Newsbank that can be accessed locally and remotely as well. As provided in traditional services, members of the Library and the Learning Resource Center are available in person or by phone to respond to students and to assist with research.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services to improve institutional effectiveness, and to assure financial stability.

As indicated in Section D, the College has an ongoing commitment to the DE Program. Funding is derived from general fund allocations.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant that has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

The eligibility requirement for financial accountability will remain the same.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The requirement for the ongoing and systematic cycle of integrated planning and evaluation remains the same.

20. *Public Information*

The institution provides a catalog for its constituencies with precise, accurate, and current information.

The eligibility requirement for public information will remain the same.

21. *Relations with the Accrediting Commission*

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The College plans to maintain the same open and responsible association with the Accrediting Commission as in the past.

G. Evidence that each accreditation standard will be fulfilled after the change and that all relevant Commission policies are addressed. Any standards that are particularly impacted by the change are addressed in detail.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The College continues to maintain a strong commitment to student learning as indicated in the mission statement, and continues to communicate the mission internally and externally. As part of the College's integrated planning and evaluation process, the mission statement for Victor Valley College is reviewed annually, and new goals were adopted by the Board of Trustees on 5/21/11. Victor Valley College will be able to reach out to more students through delivery of instruction by distance education, offering greater equality of access to classes across a diverse student population. Systematic and integrated planning, evaluation, and improvement procedures have been adopted for distance education at the college, including the DE Plan (See Appendix Q), Program Review, and the Annual Report on district Distance Education activity.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Distance education courses and programs at the college are required to meet the same standard of quality as courses and programs delivered by face-to-face instruction. Student learning outcomes have been identified for all courses offered by distance education, and all courses and programs, regardless of the mode of delivery, are subject to the same requirements for learning outcomes assessment and improvement. As a result, the college's distance education courses and programs are in full compliance with the Standard II requirements for Student Learning Programs. The college's library supports distance education courses and programs by providing students with remote access to the catalog and full-text databases. The library's Website provides access to research tools, sample citation formats for Modern Language Association (MLA) and American Psychological Association (APA,) subject research guides, criteria for evaluating web sites, links to Internet resources and general library information. Student support services for distance education students are provided through Web-based admissions application, registration, and fee payment; academic advisement through email; online financial aid application (FAFSA); online catalog and class schedule; and online purchase of books and supplies. The College plans to continue to improve and expand support services for distance education students.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Victor Valley College continues to effectively use the human, physical, technical and financial resources to support the online efforts. The use of district allocated funds and infrastructure for the online courses is assured of having the financial and technological needs to maintain the online program. Like all programs and services, future needs including resources required to promote growth and sustain instructional quality, will result from the responsiveness of the online courses to student demand and the ability to sustain enrollments.

- A. Human Resources- VVC Distance Education currently has three help desk personnel, including the Blackboard System Administrator. In addition, the current director of

MIS has been available to assist faculty with technical issues related to distance education. These individuals can be contacted via telephone or e-mail six days a week.

B. Physical Resources- VVC currently has 99 workstations in the Advanced Technology Building on campus, which is located near the Online Help Desk personnel. There are additional workstations in the Student Activity Center and in the college library. In addition, VVC has wireless internet throughout the campus, which enables students to access the Blackboard course website with their own laptops and tablets; students also have the option of accessing the online platform via their smart phones.

C. Technology Resources

1. VVC assures that technology support is provided to meet the needs of the online learner through college-wide communications, research, and operational systems. The Blackboard Administrator, a college employee who has been trained directly by the Blackboard company, assists faculty in preparing and maintaining their courses, operating an interactive support desk to meet real time needs for distance education instructors. Student support for Blackboard activities is provided by means of a college-wide help desk which assists students via phone, e-mail, and face-to-face contact with their login, navigation, uploading, and downloading of information in their courses. According to the college's Distance Education (DE) plan, formal training for faculty using Blackboard is accomplished through training which is set aside at least once per semester in a workshop fashion. Students are prepared and trained for their DE courses in using Blackboard through online tutorials. In addition, the college provides a large computer mall within its Advanced Technology Center (ATC) with approximately 100 free-standing computer desktops for students to access on which they can work on their hybrid and online courses. The computer mall area is maintained and supported by three (3) Instructional Assistants (IA's) who help students answer questions regarding their use of the computers and printing within the lab setting. All computer hardware and infrastructure is maintained by the college's Informational Technology (IT) department, which assists all departments on the college campus with computer hardware and software needs.

2. Technology planning is integrated with institutional planning through the PRAISE reporting structure via the Technology Committee, a shared-governance committee, which meets regularly in order to assess the technology needs of the college and to prioritize them, making recommendations to the Budget and Finance Committee of the college and suggesting changes to the Educational Master Plan (EMP) of the college.

D. Financial Resources

1. Based upon the college's mission and goals "to create lifelong learning opportunities to its expanding communities" and "to inspire innovative teaching and service with

imaginative uses of collaboration and technology,” VVC is determined to accomplish these by financially supporting its distance education programs through resource planning which is integrated with institutional planning. The yearly budgeting process culminates in the Board of Trustees (BOT) of the college passing the budget which has been established by the college’s evaluative PRAISE reporting method. As the BOT considers the budget, the goals of the college are taken into consideration when it decides how best to implement it through its DE programs and services. Long-term as well as short-term priorities are considered when determining its financial stability and the payment of future obligations. A thorough vetting process through BOT public discussion takes place on a monthly basis. All constituencies of the college community are present in order to participate in the development of institutional plans and budgets.

2. The financial integrity of the college is assured through its financial resources and the appropriate control mechanisms which disseminates information for justifiable decision-making. As mentioned, a yearly budget-making process is initiated based upon the PRAISE reporting method in which all levels of personnel participate and evaluate program expenditures and resources, projecting (and recommending) future resource needs. As the budget is vetted through the various departments, committees, and levels of administration, the BOT finally approves the recommendations by the college staff. Through this process, a budget which has been considered at every level of college personnel has been thoroughly deliberated. Grant management for extra funding from external sources is accomplished through the college foundation which houses a full-time grant manager. The foundation board also has established policies and procedures to disseminate its own grant funds which are awarded on a yearly basis through an application process. The basis for these awards are closely related to the BOT’s established mission and goals. The Financial Aid office of the college monitors its yearly dissemination of awards to students and makes sure its outstanding student debt ratio to total awards does not exceed 30%, which if reached can jeopardize the college’s potential to receive more financial aid awards for students. The college retains a third party audit company which goes through its processes, policies, and procedures on a yearly basis to determine the proper allocation and use of financial resources to support student learning programs and services. Meetings are held for each constituent department group on campus to make sure each area is reflecting appropriate use of funds along with proper processes. As these management processes are regularly reviewed every year, the results are evaluated in order to improve fiscal management systems of the college.

3. Effective use of financial resources for the college is reviewed yearly through the PRAISE reporting method as well as yearly reviews of the EMP. Results are used for improving effective use of the funds accessible to the college.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The effective leadership at VVC is reflective of its institutional values and is conducive to the institution's ability to set goals, achieve them, and improve their processes in doing so. As indicated by the college's organizational chart, its leadership and governance structure has been expanded to include a distance education component which is governed by the Vice President of Instruction and Student Services area (VPI). Under the VPI, the Dean of S.T.E.M., according to the Distance Education Plan, acting as the Distance Education Coordinator, works together with the Distance Education Committee, led by the faculty Distance Education Facilitator, to organize, manage, and improve the college's distance education offerings and technical, faculty, and student support services. This is done through the implementation of the Distance Education Plan for the college. The college-wide Technology Committee reviews and supports the college's Distance Education infrastructure, and the Distance Education Committee reviews distance education practice, policies, procedures and develops and evaluates plans for improvement through a yearly review of the program, its operation and outcomes, by the Dean of S.T.E.M. The results are considered in next year's program review planning cycle and fed into the Vice President of Instruction Division's program planning review which is submitted to Executive Leadership and reviewed by the institutional Budget, Finance, and Planning Committee. Annual expenditures for supplies, equipment and staffing are recommended based on these annual reviews. The Office of Institutional Effectiveness (OIE) supports the planning and decision-making efforts throughout the college by providing data and information for the yearly reviews for managing and maintaining the quality and effectiveness and encouraging continuous improvement of academic programs, academic and student support services, and administrative services.

B. Board and Administrative Organization

In addition to the leadership roles and processes aforementioned, the governing Board of Trustees (BOT) along with its chief administrator, the President of the college, effectively operate the institution and are a vital part of VVC's goal of creating lifelong learning opportunities to students in our expanding communities by inspiring innovative teaching through technology. By establishing this part of the mission of the college, the governing board has set the stage for the development of a quality distance education program that serves the educational needs of the community while providing accessibility to higher education. The president of the college implements this mission by supporting the distance education program through the Office of Instruction, making sure that it is not only part of the organizational

structure, but that it provides course curriculum to students interested in enrolling in courses at a distance. By overseeing the program planning process, the president also assures that the Distance Education program budget is fully supported and that quality and improvement in Distance Education courses takes place from year to year.

Appendices

Appendix A: Degrees & Certificates Attainable with 50% or more DE Courses

Administration of Justice, A.S.

Agriculture and Natural Resources Horticulture, A.S.

Automotive Technology, A.S.

Automotive Repair Shop Manager Certificate
(CP)

Business, A.S.

Business Administration, A.S.

Management Certificate (CA)

Business Education Technologies, A.S.

Administrative Assistant Certificate (CA)

Computer Systems I Certificate (CP)

Computer Systems II Certificate (CA)

Data Typist Certificate (CP)

Legal Office Certificate (CA)

Medical Office Certificate (CA)

Office Services Certificate (CP)

Spreadsheet Processor Certificate (CP)

Word Processor Certificate (CP)

Business Real Estate and Escrow, A.S.

Advanced Business Real Estate Certificate (CA)

Basic Business Real Estate Certificate (CA)

Business Real Estate Apprentice Certificate (CP)

Property Management Certificate (CA)

Real Estate Appraiser Certificate (CA)

Real Estate Marketing Certificate (CA)

Real Estate Secretarial Services Certificate (CA)

Child Development, A.S.

Level I: Associate Teacher (Pre-school) (CA)

Level II: Teacher (Pre-school) (CA)

Level III: Supervisor (CA)

Computer Information Systems, A.S.

My SQL Database Developer Certificate (CP)

Programming I Certificate (CA)

Programming II Certificate (CA)Productivity

Software

Specialist Certificate (CA)

UNIX Administrator Certificate (CP)

Web Authoring Certificate (CP)

Computer Integrated Design and Graphics, A.S.

Construction and Manufacturing Technology, A.S.

Education Technology*

Education Technology Certificate (CP)

Electronics and Computer Technology, A.S.

Electronics Engineering Technology, A.S.

Fine Arts, A.A.

Fire Technology, A.S.

Liberal Arts, A.A.

Math/Science, A.S.

Medical Assistant, A.S.

Medical Assistant Certificate (CA)

Nursing, A.S.

Associate Degree Nursing Certificate (CA)

Nursing Licensure Certificate (CA)

Paramedic, A.S.

Respiratory Therapy, A.S.

Respiratory Therapy Certificate (CA)

Restaurant Management, A.S.

Welding, A.S.

Appendix B: Demographics

Quickfacts DE Students	DE Fall 2010		Institution Fall 2010		DE Fall 2011		Institution Fall 2011		DE Spring 2011		Institution Spring 2011		DE Spring 2012		Institution Spring 2012	
Gender																
Female	2,918	64.8%	7,763	56.9%	2,763	64.8%	7132	56.3%	2,917	64.9%	7,248	56.1%	2,965	63.4%	7,070	55.5%
Male	1,540	34.2%	5,705	41.8%	1,465	34.3%	5379	42.5%	1,545	34.4%	5,519	42.7%	1,673	35.7%	5,532	43.4%
Uncollected	43	1.0%	184	1.3%	39	0.9%	154	1.2%		0.8%	157	1.2%	42	0.9%	148	1.2%
		100%		100%		100%		100%		100%		100%		100%		100%
Age																
<18	157	3.5%	752	5.5%	116	2.7%	578	4.6%	83	1.8%	474	3.7%	75	1.6%	311	2.4%
18-20	1,413	31.4%	4,835	35.4%	1,326	31.1%	4,503	35.6%	1,404	31.2%	4,409	34.1%	1,387	29.6%	4,304	33.8%
21-25	1,056	23.5%	3,057	22.4%	1,062	24.9%	3,012	23.8%	1,099	24.4%	3,133	24.2%	1,230	26.3%	3,288	25.8%
26-30	596	13.2%	1,507	11.0%	567	13.3%	1,397	11.0%	597	13.3%	1,469	11.4%	636	13.6%	1,478	11.6%
31-40	733	16.3%	1,802	13.2%	660	15.5%	1,616	12.8%	748	16.6%	1,812	14.0%	736	15.7%	1,724	13.5%
41-50	388	8.6%	1,098	8.0%	396	9.3%	1,028	8.1%	403	9.0%	1,082	8.4%	438	9.4%	1,092	8.6%
51-60	128	2.8%	460	3.4%	119	2.8%	415	3.3%	134	3.0%	426	3.3%	152	3.2%	440	3.5%
>60	29	0.6%	128	0.9%	21	0.5%	110	0.9%	27	0.6%	111	0.9%	26	0.6%	106	0.8%
Uncollected	1	0.0%	13	0.1%	0	0.0%	6	0.0%	2	0.0%	8	0.1%	0	0.0%	7	0.1%
		100%		100%		100%		100%		100%		100%		100%		100%

Ethnicity																
African American	655	14.6%	1,935	14.2%	609	14.3%	1,784	14.1%	632	14.1%	1,775	13.7%	684	14.6%	1,817	14.3%
AmerInd/AlaNat	37	0.8%	73	0.5%	23	0.5%	64	0.5%	23	0.5%	67	0.5%	21	0.4%	64	0.5%
Asian	60	1.3%	198	1.5%	60	1.4%	171	1.4%	64	1.4%	186	1.4%	49	1.0%	178	1.4%
Filipino	49	1.1%	162	1.2%	41	1.0%	143	1.1%	47	1.0%	133	1.0%	33	0.7%	125	1.0%
Hispanic	1,405	31.2%	5,076	37.2%	1,439	33.7%	4,978	39.3%	1,419	31.6%	4,852	37.5%	1,645	35.1%	5,160	40.5%
Other Non-White	12	0.3%	51	0.4%	7	0.2%	22	0.2%	14	0.3%	45	0.3%	7	0.1%	18	0.1%
Pacific Islander	14	0.3%	53	0.4%	13	0.3%	42	0.3%	14	0.3%	51	0.4%	14	0.3%	38	0.3%
White	1,928	42.8%	5,143	37.7%	1,781	41.7%	4,680	37.0%	1,955	43.5%	4,941	38.2%	1,909	40.8%	4,563	35.8%
Multiple Races	125	2.8%	360	2.6%	148	3.5%	402	3.2%	138	3.1%	378	2.9%	191	4.1%	439	3.4%
Uncollected	216	4.8%	601	4.4%	146	3.4%	379	3.0%	191	4.2%	496	3.8%	127	2.7%	348	2.7%
		100%		100%		100%		100%		100%		100%		100%		100%
Units Attempted																
0.1 - 6.0	874	19.4%	4,483	32.8%	716	16.8%	4,145	32.7%	846	18.8%	4,653	36.0%	859	18.4%	4,122	32.3%
6.1 - 11.9	760	16.9%	3,929	28.8%	775	18.2%	4,069	32.1%	766	17.0%	4,060	31.4%	817	17.5%	3,994	31.3%
12.0 or more	2,867	63.7%	5,240	38.4%	2,776	65.1%	4,451	35.1%	2,885	64.2%	4,211	32.6%	3,004	64.2%	4,634	36.3%
		100%		100%		100%		100%		100%		100%		100%		100%
TOTAL	4,501		13,652		4,267		12,665		4,497		12,924		4,680		12,750	

Quickfacts DE Students	DE Summer 2011		Institution Summer 2011		DE Summer 2012		Institution Summer 2012	
Gender								
Female	877	64.6%	2,131	55.6%	993	62.5%	2,180	53.9%
Male	464	34.2%	1,656	43.2%	581	36.6%	1,816	44.9%
Uncollected	16	1.2%	46	1.2%	15	0.9%	49	1.2%
		100.0%		100.0%		100.0%		100.0%
Age								
<18	22	1.6%	117	3.1%	35	2.2%	155	3.8%
18-20	384	28.3%	1,199	31.3%	462	29.1%	1,275	31.5%
21-25	326	24.0%	930	24.3%	426	26.8%	1,108	27.4%
26-30	199	14.7%	514	13.4%	218	13.7%	502	12.4%
31-40	256	18.9%	591	15.4%	246	15.5%	554	13.7%
41-50	127	9.4%	337	8.8%	143	9.0%	308	7.6%
51-60	32	2.4%	113	2.9%	51	3.2%	113	2.8%
>60	11	0.8%	29	0.8%	8	0.5%	27	0.7%
Uncollected	0	0.0%	3	0.1%	0	0.0%	3	0.1%
		100.0%		100.0%		100.0%		100.0%
Ethnicity								
African American	207	15.3%	571	14.9%	177	11.1%	522	12.9%

AmerInd/AlaNat	9	0.7%	25	0.7%	15	0.9%	29	0.7%
Asian	17	1.3%	58	1.5%	20	1.3%	59	1.5%
Filipino	10	0.7%	39	1.0%	12	0.8%	42	1.0%
Hispanic	471	34.7%	1,473	38.4%	600	37.8%	1,691	41.8%
Other Non-White	2	0.1%	6	0.2%	2	0.1%	7	0.2%
Pacific Islander	4	0.3%	12	0.3%	7	0.4%	15	0.4%
White	531	39.1%	1,380	36.0%	636	40.0%	1,401	34.6%
Multiple Races	48	3.5%	116	3.0%	68	4.3%	162	4.0%
Uncollected	58	4.3%	153	4.0%	52	3.3%	117	2.9%
		100.0%		100.0%		100.0%		100.0%
Units Attempted								
0.1 - 6.0	807	59.5%	3,195	83.4%	942	59.3%	3,338	82.5%
6.1 - 11.9	173	12.7%	636	16.6%	241	15.2%	706	17.5%
12.0 or more	377	27.8%	2	0.1%	406	25.6%	1	0.0%
		100.0%		100.0%		100.0%		100.0%
TOTAL	1,357		3,833		1,589		4,045	

*Sections used were found with a room of ON LINE or HY BRID

*Counts are based on credit headcount as of first census.

*Demographics are self-reported at the time of application.

*Age is calculated based upon the last day to drop a full term class w/out receiving a W grade.

*The sum will not equate to the total in all categories due to unreported data.

Appendix C: Distance Education Faculty

FALL 2012

Location	DEPT	Section	Title	Faculty
ONLIN	AGNR	AGNR-170-41719	Environmental Science&sustain	N. Slade
ONLIN	AGNR	AGNR-170-41728	Environmental Science&sustain	N. Slade
ONLIN	AGNR	AGNR-51-41740	Vet Terminology and Technology	N. Slade
ONLIN	SOCSC	ANTH-101-41532	Intro Physical Anthropology	R. Cerreto
ONLIN	SOCSC	ANTH-101-41537	Intro Physical Anthropology	R. Cerreto
ONLIN	SOCSC	ANTH-101-41544	Intro Physical Anthropology	L. Malan
ONLIN	SOCSC	ANTH-102-41570	Intro Cultural Anthropology	R. Cerreto
ONLIN	SOCSC	ANTH-102-41574	Intro Cultural Anthropology	L. Malan
ONLIN	ARTPH	ART-101-42061	Survey Art History	J. Foster
ONLIN	ARTPH	ART-101-42064	Survey Art History	J. Foster
ONLIN	ARTPH	ART-102-42076	Survey Art History	J. Foster
ONLIN	ARTPH	ART-102-42078	Survey Art History	J. Foster
ONLIN	ARTPH	ART-104-42080	Film As an Art Form	J. Foster
ONLIN	ARTPH	ART-104-44179	Film As an Art Form	J. Foster
ONLIN	ARTPH	ART-105-42095	Introduction to Art	R. Ripley
ONLIN	ARTPH	ART-105-42098	Introduction to Art	R. Ripley
ONLIN	ARTPH	ART-105-42101	Introduction to Art	R. Ripley
ONLIN	ARTPH	ART-105-42103	Introduction to Art	L. Tucker
ONLIN	ARTPH	ART-106-42106	Art Concepts	C. Ruane
ONLIN	ARTPH	ART-106-42108	Art Concepts	C. Ruane
ONLIN	BADM	BADM-100-41689	Intro Business Organizations	D. Hollomon
ONLIN	BADM	BADM-100-41695	Intro Business Organizations	R. Anderson
ONLIN	BADM	BADM-100-41701	Intro Business Organizations	D. Hollomon
ONLIN	BADM	BADM-103-41708	Financial Accounting	D. Rector
ONLIN	BADM	BADM-104-41714	Principles of Accounting	H. Young
ONLIN	BADM	BADM-110-41723	Principles of Management	D. Hollomon
ONLIN	BADM	BADM-112-	Introduction to Marketing	C. Schreihans

		41730		
ONLIN	BADM	BADM-142-41737	Business Mathematics	D. Hollomon
ONLIN	BADM	BADM-144-41744	Business Communications	C. Schreihans
ONLIN	BADM	BADM-52-41749	Elements of Supervision	D. Mertens
ONLIN	BET	BET-101-41611	Beg Keyboarding/Typing	B. Becker
ONLIN	BET	BET-101-41615	Beg Keyboarding/Typing	B. Becker
ONLIN	BET	BET-104-41660	Word for Windows A/B/C	B. Becker
ONLIN	BET	BET-104-41667	Word for Windows A/B/C	R. Palmer
ONLIN	BET	BET-107-41679	Internet A/B/C	B. Becker
			Spdsht:excel for Windows	
ONLIN	BET	BET-112-41696	Abc	B. Becker
ONLIN	BET	BET-118-41700	Microsoft Access A/B/C	R. Palmer
			Presentation Software:pwpt	
ONLIN	BET	BET-131-41711	Abc	B. Becker
ONLIN	BET	BET-133-41721	Microsoft Office Career App for Word	B. Huiner
ONLIN	BET	BET-136-41725	Processing	R. Palmer
ONLIN	BET	BET-141-41731	Os: Windows A/B/C	D. Teel
ONLIN	BET	BET-142-41739	Office Tech & Proc	D. Teel
ONLIN	BET	BET-143-41746	Business English Communications for	L. Cera
ONLIN	BET	BET-145-41755	Business	L. Cera
ONLIN	BET	BET-74-41758	Office Machine Calculations Speed and Accuracy	A. Allen
ONLIN	BET	BET-77-41764	Development	B. Becker
HYBRD	BRE	BRE-100-41777	Real Estate Principles	C. Grover
ONLIN	BRE	BRE-100-41787	Real Estate Principles	C. Grover
ONLIN	BRE	BRE-100-41793	Real Estate Principles	C. Grover
ONLIN	BRE	BRE-101-41796	Real Estate Practices	C. Grover
ONLIN	BRE	BRE-101-41801	Real Estate Practices	C. Grover
ONLIN	BRE	BRE-101-41807	Real Estate Practices	C. Grover
HYBRD	BRE	BRE-139-41831	Real Estate Economics	C. Grover
ONLIN	BRE	BRE-142-41848	Real Estate Marketing	C. Grover
HYBRD	ARTPH	CART-133-42226	Digital Imaging	S. Taylor
HYBRD	ARTPH	CART-133-42229	Digital Imaging	S. Taylor
HYBRD	ARTPH	CART-133-42231	Digital Imaging	S. Taylor
HYBRD	ARTPH	CART-134-42235	The Art of Web Design	S. Taylor
ONLIN	CHDV	CHDV-100-41727	Child Growth and Development	M. Cole
ONLIN	CHDV	CHDV-100-	Child Growth and	M. Cole

		41741	Development	
ONLIN	CHDV	CHDV-100-41748	Child Growth and Development	J. White
ONLIN	CHDV	CHDV-106-41766	Child, Family, and Community	S. Visser
ONLIN	CHDV	CHDV-106-41770	Child, Family, and Community	B. Hammond
ONLIN	CHDV	CHDV-110-41824	Principles and Practices	M. Sypkens
ONLIN	CHDV	CHDV-111-42004	Infant and Toddler Caregiving	M. Sypkens
ONLIN	CHDV	CHDV-142-42018	Health Safety Nutrition	M. Sypkens
HYBRD	PHYSC	CHEM-100-41974	Introductory Chemistry	T. Kennedy
HYBRD	PHYSC	CHEM-100-41984	Introductory Chemistry	T. Kennedy
HYBRD	PHYSC	CHEM-100-41992	Introductory Chemistry	T. Kennedy
HYBRD	PHYSC	CHEM-100-42000	Introductory Chemistry	T. Basiri
HYBRD	PHYSC	CHEM-100-42003	Introductory Chemistry	T. Basiri
HYBRD	PHYSC	CHEM-100-42022	Introductory Chemistry	T. Basiri
ONLIN	CIS	CIS-101-40939	Computer Literacy	R. Cass
ONLIN	CIS	CIS-101-40981	Computer Literacy	S. Thomas
ONLIN	CIS	CIS-101-40986	Computer Literacy	R. Cass
ONLIN	CIS	CIS-101-40989	Computer Literacy	F. Duke
HYBRD	CIS	CIS-101-40995	Computer Literacy	E. Burg
HYBRD	CIS	CIS-101-40999	Computer Literacy	D. Kurti
HYBRD	CIS	CIS-101-41007	Computer Literacy	E. Burg
ONLIN	CIS	CIS-136-41016	Intro to Internet	P. Tanning
ONLIN	CIS	CIS-136-41018	Intro to Internet	C. Durham
ONLIN	CIS	CIS-137-41036	Intro to Html	R. Cass
ONLIN	CIS	CIS-137-41045	Intro to Html	W. Dennison
HYBRD	CIS	CIS-139-42161	Windows for Power Users	E. Burg
HYBRD	CIS	CIS-261-42180	Unix System Admin a	P. Tanning
HYBRD	CIS	CIS-262-42182	Unix Sys Admin B	P. Tanning
ONLIN	CIS	CIS-280-41305	Fund Dbase Mgmt Syst	S. Thomas
HYBRD	CIS	CIS-280-41319	Fund Dbase Mgmt Syst	S. Thomas
ONLIN	CIS	CIS-50-41332	Computer Ethics	F. Duke
HYBRD	CIS	CIS-67-41340	Fundamentals of Networking	E. Burg
ONLIN	CIS	CIS-83-42149	Programming in Python	P. Tanning
HYBRD	CIS	CIS-90-41394	Intro Unix Op System	S. Thomas
ONLIN	CIS	CIS-91A-41404	Mysql Admin a	S. Thomas
ONLIN	CIS	CIS-91B-41411	Mysql Admin B	S. Thomas

HYBRD	CIS	CIS-94-42174	Php Programming	P. Tønning
ONLIN	SPTA	CMST-105-42246	Intercultural Communication	F. Schweizer-Gold
ONLIN	SPTA	CMST-105-42247	Intercultural Communication	T. Mirci-Smith
ONLIN	SPTA	CMST-106-42251	Interpersonal Communication	J. Augustine-Carreira
ONLIN	SPTA	CMST-106-42253	Interpersonal Communication	J. Augustine-Carreira
ONLIN	SPTA	CMST-106-42254	Interpersonal Communication	J. Augustine-Carreira
ONLIN	SPTA	CMST-107-42298	Family Communication	F. Schweizer-Gold
ONLIN	SPTA	CMST-107-42300	Family Communication	F. Schweizer-Gold
HYBRD	SPTA	CMST-109-42322	Public Speaking	L. Edmundson
HYBRD	SPTA	CMST-109-42324	Public Speaking	S. Patzold
HYBRD	SPTA	CMST-109-42328	Public Speaking	G. Jones
HYBRD	SPTA	CMST-109-42333	Public Speaking	G. Jones
ONLIN	BADM	ECON-101-41866	Principles of Econ/Macro	H. Young
ONLIN	BADM	ECON-102-41909	Principles of Econ/Micro	H. Young
HYBRD	EDTEC	EDUC-101-42428	Introduction to Teaching	M. Smith
HYBRD	EDTEC	EDUC-101-42429	Introduction to Teaching	M. Smith
ONLIN	EDTEC	EDUC-101-42430	Introduction to Teaching	M. Smith
ONLIN	EDTEC	EDUC-101-42432	Introduction to Teaching	M. Smith
ONLIN	EDTEC	EDUC-101-42433	Introduction to Teaching	M. Smith
ONLIN	ELCT	ELCT-110-42070	Electronics and Computer Techn	J. Sled
ONLIN	ELCT	ELCT-7-42099	A+ Cert Exam Prep	D. Harriman
HYBRD	ALDH	EMS-60-41303	Emergency Medical Technician	J. Modlin, C. Wilson, J. Stapleton, S. (more)
HYBRD	ALDH	EMS-60-41330	Emergency Medical Technician	S. Desimone, L. Comnick, K. Huston, J. (more)
HYBRD	ALDH	EMS-60-41337	Emergency Medical Technician	D. Lintner, C. Myers, S. Donnelly, G. (more)
ONLIN	ENGL	ENGL-101.0-40848	Engl Composition and Reading	B. Campbell
ONLIN	ENGL	ENGL-101.0-	Engl Composition and	P. Teel

		40852	Reading	
ONLIN	ENGL	ENGL-101.0-40855	Engl Composition and Reading	J. Wilson
ONLIN	ENGL	ENGL-101.0-40859	Engl Composition and Reading	J. Whims
ONLIN	ENGL	ENGL-101.0-40862	Engl Composition and Reading	J. Whims
ONLIN	ENGL	ENGL-101.0-40864	Engl Composition and Reading	M. Williams
ONLIN	ENGL	ENGL-101.0-40872	Engl Composition and Reading	M. Williams
HYBRD	ENGL	ENGL-101.0-40882	Engl Composition and Reading	P. Teel
HYBRD	ENGL	ENGL-101.0-40886	Engl Composition and Reading	P. Teel
HYBRD	ENGL	ENGL-101.0-40959	Engl Composition and Reading	P. Wagner
HYBRD	ENGL	ENGL-101.0-41069	Engl Composition and Reading	S. Tarango
ONLIN	ENGL	ENGL-102.0-41100	Composition and Literature	J. Wilson
ONLIN	ENGL	ENGL-104-41134	Critical Think & Composition	K. Moore
ONLIN	ENGL	ENGL-104-41142	Critical Think & Composition	K. Moore
ONLIN	ENGL	ENGL-104-41145	Critical Think & Composition	A. Azul
ONLIN	ENGL	ENGL-104-41148	Critical Think & Composition	A. Azul
HYBRD	ENGL	ENGL-104-41166	Critical Think & Composition	S. Tarango
HYBRD	ENGL	ENGL-109-41174	Creative Writing	J. Pendleton
ONLIN	ENGL	ENGL-50-41204	Writing Fundamentals	B. Campbell
ONLIN	ENGL	ENGL-50-41207	Writing Fundamentals	B. Campbell
ONLIN	ENGL	ENGL-50-41217	Writing Fundamentals	P. Teel
ONLIN	ENGL	ENGL-50-41221	Writing Fundamentals	P. Teel
ONLIN	ENGL	ENGL-50-41224	Writing Fundamentals	J. Solis
HYBRD	ENGL	ENGL-50-41249	Writing Fundamentals	P. Wagner
HYBRD	ENGL	ENGL-50-41261	Writing Fundamentals	N. Wilson
HYBRD	ENGL	ENGL-50-41323	Writing Fundamentals	P. Teel
ONLIN	PHYSC	GEOG-101-42129	Physical Geography	C. Delong
ONLIN	PHYSC	GEOG-101-42139	Physical Geography	C. Delong
ONLIN	GUID	GUID-107-41687	Learning Strategies	B. Weathersby
ONLIN	GUID	GUID-107-	Learning Strategies	F. Contreras

41717

HYBRD	GUID	GUID-50-41734	College Success	C. Cole
HYBRD	GUID	GUID-50-41759	College Success	C. Cole
MAIN	GUID	GUID-50-41792	College Success	L. Ochoa
ONLIN	SOCS	HIST-103-41621	World History to 1500	E. Mayer
ONLIN	SOCS	HIST-104-41665	World History Since 1500	E. Mayer
ONLIN	SOCS	HIST-117-41702	History of Us to 1876	L. Ellis
ONLIN	SOCS	HIST-117-41706	History of Us to 1876	L. Ellis
ONLIN	SOCS	HIST-117-41710	History of Us to 1876	E. Mayer
ONLIN	SOCS	HIST-117-41718	History of Us to 1876	L. Ellis
ONLIN	SOCS	HIST-117-41726	History of Us to 1876	L. Ellis
ONLIN	SOCS	HIST-118-41779	History of Us From 1876	L. Ellis
ONLIN	SOCS	HIST-118-41783	History of Us From 1876	E. Mayer
ONLIN	SOCS	HIST-118-41788	History of Us From 1876	E. Mayer
ONLIN	SOCS	HIST-118-41794	History of Us From 1876	L. Ellis
ONLIN	SOCS	HIST-118-41798	History of Us From 1876	E. Mayer
ONLIN	SOCS	HIST-155-41806	Women in U.S. History	T. Davis
ONLIN	PE	HLTH-102-41025	Pers/Comm Hlth Probs	D. Blanchard
ONLIN	PE	HLTH-102-41037	Pers/Comm Hlth Probs	B. Victor
ONLIN	PE	HLTH-102-41042	Pers/Comm Hlth Probs	D. Blanchard
ONLIN	PE	HLTH-102-41050	Pers/Comm Hlth Probs	D. Blanchard
ONLIN	PE	HLTH-102-41052	Pers/Comm Hlth Probs	D. Blanchard
ONLIN	PE	HLTH-102-41054	Pers/Comm Hlth Probs	B. Victor
ONLIN	PE	HLTH-102-41078	Pers/Comm Hlth Probs	C. White
ONLIN	PE	HLTH-102-41164	Pers/Comm Hlth Probs	C. White
ONLIN	PE	HLTH-102-41168	Pers/Comm Hlth Probs	J. Paine
ONLIN	PE	HLTH-102-41191	Pers/Comm Hlth Probs	J. Paine
ONLIN	PE	HLTH-102-41196	Pers/Comm Hlth Probs	J. Paine
ONLIN	PE	HLTH-102-41206	Pers/Comm Hlth Probs	L. Guardado
HYBRD	PE	HLTH-102-41211	Pers/Comm Hlth Probs	B. Smith, H. Staff
HYBRD	PE	HLTH-102-41230	Pers/Comm Hlth Probs	K. Franko, H. Staff
HYBRD	PE	HLTH-102-41246	Pers/Comm Hlth Probs	K. Franko, H. Staff
ONLIN	MATH	MATH-10-	Basic Math Skills	J. Malone

		40875		
ONLIN	MATH	MATH-10-40892	Basic Math Skills	J. Malone
ONLIN	MATH	MATH-10-40898	Basic Math Skills	J. Malone
ONLIN	MATH	MATH-10-40906	Basic Math Skills	J. Malone
ONLIN	MATH	MATH-10-40908	Basic Math Skills	S. Ngobi
ONLIN	MATH	MATH-10-40914	Basic Math Skills	J. Redona
ONLIN	MATH	MATH-10-40948	Basic Math Skills	J. Redona
ONLIN	MATH	MATH-10-40953	Basic Math Skills	J. Redona
ONLIN	MATH	MATH-10-40961	Basic Math Skills	P. Ridge
ONLIN	MATH	MATH-10-42532	Basic Math Skills	J. Redona
ONLIN	MATH	MATH-105-41271	College Algebra	S. Toner
ONLIN	MATH	MATH-105-41920	College Algebra	S. Toner
MAIN	MATH	MATH-12-41213	Pre-Algebra	M. Syed
ONLIN	MATH	MATH-120-41911	Introduction to Statistics	S. Ngobi
ONLIN	MATH	MATH-132-41915	The Ideas of Math	J. Estephan
ONLIN	MATH	MATH-50-41927	Elementary Algebra	M. Doan
ONLIN	MATH	MATH-50-41933	Elementary Algebra	M. Doan
ONLIN	MATH	MATH-50-41934	Elementary Algebra	M. Doan
ONLIN	MATH	MATH-50-41936	Elementary Algebra	N. Dubal
ONLIN	MATH	MATH-50-41968	Elementary Algebra	N. Dubal
ONLIN	MATH	MATH-50-41971	Elementary Algebra	A. Melkonian
ONLIN	MATH	MATH-50-41976	Elementary Algebra	A. Melkonian
ONLIN	MATH	MATH-50-41979	Elementary Algebra	A. Melkonian
ONLIN	MATH	MATH-50-41982	Elementary Algebra	A. Melkonian
ONLIN	MATH	MATH-50-41985	Elementary Algebra	S. Ngobi

ONLIN	MATH	MATH-50-41987	Elementary Algebra	J. Redona
ONLIN	MATH	MATH-50-41990	Elementary Algebra	P. Ridge
ONLIN	MATH	MATH-50-41994	Elementary Algebra	P. Ridge
ONLIN	MATH	MATH-50-41998	Elementary Algebra	P. Ridge
ONLIN	MATH	MATH-50-42001	Elementary Algebra	S. Toner
ONLIN	MATH	MATH-50-42006	Elementary Algebra	S. Toner
ONLIN	MATH	MATH-50-42533	Elementary Algebra	N. Dubal
ONLIN	MATH	MATH-90-42012	Intermediate Algebra	J. Estephan
ONLIN	MATH	MATH-90-42017	Intermediate Algebra	J. Estephan
ONLIN	MATH	MATH-90-42019	Intermediate Algebra	J. Estephan
ONLIN	MATH	MATH-90-42024	Intermediate Algebra	D. Moser
ONLIN	MATH	MATH-90-42029	Intermediate Algebra	D. Moser
ONLIN	MATH	MATH-90-42034	Intermediate Algebra	D. Moser
ONLIN	MATH	MATH-90-42038	Intermediate Algebra	D. Moser
ONLIN	MATH	MATH-90-42040	Intermediate Algebra	A. Weis
ONLIN	MATH	MATH-90-42044	Intermediate Algebra	A. Weis
ONLIN	MATH	MATH-90-42047	Intermediate Algebra	A. Weis
ONLIN	MATH	MATH-90-42050	Intermediate Algebra	A. Weis
ONLIN	PE	PE-101-41997	Intro to Excs Scnc & Kine	C. White
ONLIN	PE	PE-101-42002	Intro to Excs Scnc & Kine	C. White
ONLIN	PE	PE-104-42030	Psych of Phys Perf	B. Victor
ONLIN	PE	PE-105-42035	Development Move of Children	B. Victor
ONLIN	SOCSC	PHIL-101-41835	Introduction to Philosophy	M. Skuster
ONLIN	SOCSC	PHIL-101-41844	Introduction to Philosophy	J. Abare
ONLIN	SOCSC	PHIL-101-41847	Introduction to Philosophy	J. Abare
HYBRD	SOCSC	PHIL-101-41858	Introduction to Philosophy	D. Henry
ONLIN	SOCSC	PHIL-108-41867	Contemporary Moral Issues	J. Wehrle
ONLIN	SOCSC	PHIL-109-41875	Introduction to Logic	M. Skuster
ONLIN	SOCSC	PHIL-109-41878	Introduction to Logic	D. Henry

HYBRD	SOCS	PHIL-109-41881	Introduction to Logic	M. Skuster
HYBRD	SOCS	PHIL-109-41887	Introduction to Logic	M. Skuster
ONLIN	SOCS	PHIL-207-41917	Intro to Crit Think	J. Wehrle
ONLIN	ARTPH	PHOT-52-42020	Introduction to Photoshop	B. Wood
ONLIN	ARTPH	PHOT-52-42026	Introduction to Photoshop	B. Wood
HYBRD	PHYS	PHYS-100-41309	Introductory Physics	M. Butros
ONLIN	SOCS	POLS-101-40832	Intro Political Science	D. Bozonelos
HYBRD	SOCS	POLS-102-40900	Intro Am Govt/Polit	D. Bozonelos
ONLIN	SOCS	POLS-102-40918	Intro Am Govt/Polit	D. Dupree
ONLIN	SOCS	POLS-102-40925	Intro Am Govt/Polit	D. Dupree
ONLIN	SOCS	POLS-102-40929	Intro Am Govt/Polit	D. Dupree
ONLIN	SOCS	POLS-102-40933	Intro Am Govt/Polit	D. Dupree
ONLIN	SOCS	POLS-102-40935	Intro Am Govt/Polit	D. Dupree
ONLIN	SOCS	POLS-102-40940	Intro Am Govt/Polit	D. Dupree
ONLIN	SOCS	POLS-102-40942	Intro Am Govt/Polit	D. Bozonelos
ONLIN	SOCS	POLS-102-40943	Intro Am Govt/Polit	D. Bozonelos
ONLIN	SOCS	PSYC-101-41053	Introductory Psych	W. Bachofner
ONLIN	SOCS	PSYC-101-41059	Introductory Psych	J. Previte
ONLIN	SOCS	PSYC-101-41065	Introductory Psych	J. Previte
ONLIN	SOCS	PSYC-101-41073	Introductory Psych	J. Previte
ONLIN	SOCS	PSYC-101-41077	Introductory Psych	J. Previte
ONLIN	SOCS	PSYC-101-41084	Introductory Psych	J. Previte
HYBRD	SOCS	PSYC-101-41103	Introductory Psych	P. Jennings
ONLIN	SOCS	PSYC-101-41149	Introductory Psych	P. Jennings
ONLIN	SOCS	PSYC-101-41155	Introductory Psych	P. Jennings
HYBRD	SOCS	PSYC-101-41167	Introductory Psych	L. Kennedy
ONLIN	SOCS	PSYC-110-	Developmental Psych	P. Jennings

		41276		
		PSYC-110-		
ONLIN	SOCSC	41278	Developmental Psych	P. Jennings
		PSYC-110-		
ONLIN	SOCSC	41279	Developmental Psych	P. Jennings
		PSYC-110-		
ONLIN	SOCSC	41280	Developmental Psych	J. Previte
		PSYC-110-		
HYBRD	SOCSC	41312	Developmental Psych	P. Jennings
ONLIN	SOCSC	RLST-101-41949	Intro Religious Studies	J. Park
ONLIN	SOCSC	RLST-101-41952	Intro Religious Studies	J. Park
ONLIN	SOCSC	RLST-101-41953	Intro Religious Studies	A. Hoyt
ONLIN	SOCSC	RLST-110-41956	Religions of Mid East & West	M. Skuster
ONLIN	SOCSC	RLST-113-41959	Religion and Society	A. Hoyt
ONLIN	SOCSC	RLST-207-41965	Intro to Crit Thinking	J. Wehrle
ONLIN	SOCSC	SOC-101-41392	Intro to Sociology	E. Tashima
ONLIN	SOCSC	SOC-101-41410	Intro to Sociology	E. Tashima
ONLIN	SOCSC	SOC-101-41417	Intro to Sociology	E. Tashima
ONLIN	SOCSC	SOC-101-41423	Intro to Sociology	E. Tashima
ONLIN	SOCSC	SOC-101-41437	Intro to Sociology	E. Tashima

Appendix D: Distance Education Classes Offered Spring 2010 – Summer 2012 By Discipline

Term	Discipline	Room	Total
Fall 2010	AGRICULTURE & NATURAL RESRCS	ON LINE	3
	ANTHROPOLOGY	ON LINE	5
	ART	ON LINE	13
	AUTOMOTIVE MECHANICS	ON LINE	5
	BUSINESS ADMINISTRATION	ON LINE	10
	BUSINESS EDUCATION TECHNOLOGY	ON LINE	21
	BUSINESS REAL ESTATE	HY BRID ON LINE	2 6
	CHEMISTRY	HY BRID	5
	CHILD DEVELOPMENT	ON LINE	9
	COMMUNICATION STUDIES	HY BRID ON LINE	3 7
	COMP INTEGRATD DESGN & GRAPHIC	HY BRID	1
	COMPUTER INFORMATION SYSTEMS	HY BRID ON LINE	8 12
	ECONOMICS	HY BRID ON LINE	2 4
	EDUCATION	ON LINE	4
	ELECTRONIC TECHNOLOGY	HY BRID	4
	ENGLISH	HY BRID ON LINE	5 18
	GEOGRAPHY	ON LINE	4
	GUIDANCE	HY BRID ON LINE	2 2
	HEALTH	HY BRID ON LINE	3 11
	HISTORY	ON LINE	14
	MATHEMATICS	HY BRID ON LINE	1 38
	PHILOSOPHY	HY BRID ON LINE	2 7
	PHYSICAL EDUCATION	ON LINE	4
	PHYSICS	HY BRID	1
	POLITICAL SCIENCE	HY BRID ON LINE	3 8
	PSYCHOLOGY	HY BRID ON LINE	3 13
	RELIGIOUS STUDIES	ON LINE	7
	SOCIOLOGY	ON LINE	5
Fall 2010 Total			275
Term	Discipline	Room	Total
Spring 2011	AGRICULTURE & NATURAL RESRCS	ON LINE	3
	ANTHROPOLOGY	ON LINE	6
	ART	HY BRID ON LINE	2 12
	AUTOMOTIVE MECHANICS	ON LINE	3
	BUSINESS ADMINISTRATION	ON LINE	10
	BUSINESS EDUCATION TECHNOLOGY	ON LINE	21
	BUSINESS REAL ESTATE	HY BRID ON LINE	2 6
	CHEMISTRY	HY BRID	6
	CHILD DEVELOPMENT	ON LINE	8
	COMMUNICATION STUDIES	HY BRID ON LINE	6 8

	COMPUTER INFORMATION SYSTEMS	HY BRID ON LINE	9 14
	ECONOMICS	HY BRID ON LINE	2 4
	EDUCATION	HY BRID ON LINE	1 4
	ENGLISH	HY BRID ON LINE	6 13
	GEOGRAPHY	ON LINE	4
	GUIDANCE	HY BRID ON LINE	2 2
	HEALTH	HY BRID ON LINE	3 10
	HISTORY	ON LINE	14
	MATHEMATICS	ON LINE	40
	PHILOSOPHY	HY BRID ON LINE	2 9
	PHYSICAL EDUCATION	ON LINE	5
	PHYSICS	HY BRID	2
	POLITICAL SCIENCE	HY BRID ON LINE	1 9
	PSYCHOLOGY	HY BRID ON LINE	3 14
	RELIGIOUS STUDIES	HY BRID ON LINE	1 6
	SOCIOLOGY	ON LINE	5
	THEATRE ARTS	HY BRID ON LINE	1 1
Spring 2011 Total			280
Term	Discipline	Room	Total
Summer 2011	AGRICULTURE & NATURAL RESRCS	ON LINE	1
	ANTHROPOLOGY	ON LINE	1
	ART	ON LINE	5
	AUTOMOTIVE MECHANICS	ON LINE	2
	BUSINESS ADMINISTRATION	ON LINE	1
	BUSINESS EDUCATION TECHNOLOGY	ON LINE	2
	BUSINESS REAL ESTATE	ON LINE	2
	CHEMISTRY	HY BRID	2
	CHILD DEVELOPMENT	ON LINE	4
	COMMUNICATION STUDIES	HY BRID ON LINE	1 1
	COMPUTER INFORMATION SYSTEMS	ON LINE	3
	ECONOMICS	ON LINE	2
	ELECTRONIC TECHNOLOGY	HY BRID	1
	ENGLISH	ON LINE	5
	HEALTH	ON LINE	4
	HISTORY	ON LINE	5
	MATHEMATICS	ON LINE	10
	PHILOSOPHY	HY BRID ON LINE	2 1

	PHYSICAL EDUCATION	ON LINE	2
	POLITICAL SCIENCE	ON LINE	4
	PSYCHOLOGY	ON LINE	4
	SOCIOLOGY	ON LINE	2
Summer 2011 Total			67
Term	Discipline	Room	Total
Fall 2011	AGRICULTURE & NATURAL RESRCS	ON LINE	3
	ALLIED HEALTH	HY BRID	1
	ANTHROPOLOGY	ON LINE	5
	ART	HY BRID	4
		ON LINE	12
	AUTOMOTIVE MECHANICS	ON LINE	2
	BUSINESS ADMINISTRATION	ON LINE	10
	BUSINESS EDUCATION TECHNOLOGY	ON LINE	16
	BUSINESS REAL ESTATE	HY BRID	2
		ON LINE	6
	CHEMISTRY	HY BRID	6
	CHILD DEVELOPMENT	ON LINE	8
	COMMUNICATION STUDIES	HY BRID	4
		ON LINE	7
	COMPUTER INFORMATION SYSTEMS	HY BRID	7
		ON LINE	13
	ECONOMICS	HY BRID	1
		ON LINE	2
	EDUCATION	HY BRID	2
		ON LINE	3
	ELECTRONIC TECHNOLOGY	HY BRID	1
		ON LINE	1
	ENGLISH	HY BRID	6
		ON LINE	17
	GEOGRAPHY	ON LINE	1
	GUIDANCE	HY BRID	2
ON LINE		2	
HEALTH	HY BRID	2	
	ON LINE	10	
HISTORY	ON LINE	13	
MATHEMATICS	HY BRID	1	
	ON LINE	38	
PHILOSOPHY	HY BRID	3	
	ON LINE	7	
PHYSICAL EDUCATION	ON LINE	4	
PHYSICS	HY BRID	1	
POLITICAL SCIENCE	HY BRID	1	
	ON LINE	9	
PSYCHOLOGY	HY BRID	3	

		ON LINE	13
	RELIGIOUS STUDIES	ON LINE	6
	SOCIOLOGY	ON LINE	5
Fall 2011 Total			260
Term	Discipline	Room	Total
Spring 2012	AGRICULTURE & NATURAL RESRCS	ON LINE	3
	ALLIED HEALTH	HY BRID	2
	ANTHROPOLOGY	ON LINE	6
	ART	HY BRID	3
		ON LINE	13
	AUTOMOTIVE MECHANICS	ON LINE	4
	BUSINESS ADMINISTRATION	HY BRID	1
		ON LINE	10
	BUSINESS EDUCATION TECHNOLOGY	ON LINE	16
	BUSINESS REAL ESTATE	HY BRID	2
		ON LINE	6
	CHEMISTRY	HY BRID	6
	CHILD DEVELOPMENT	ON LINE	8
	COMMUNICATION STUDIES	HY BRID	6
		ON LINE	7
	COMPUTER INFORMATION SYSTEMS	HY BRID	9
		ON LINE	14
	ECONOMICS	HY BRID	1
		ON LINE	2
	EDUCATION	HY BRID	2
		ON LINE	3
	ELECTRONIC TECHNOLOGY	HY BRID	4
		ON LINE	2
	ENGLISH	HY BRID	10
		ON LINE	13
	GEOGRAPHY	ON LINE	4
	GUIDANCE	HY BRID	2
		ON LINE	2
HEALTH	HY BRID	2	
	ON LINE	10	
HISTORY	HY BRID	3	
	ON LINE	13	
MATHEMATICS	ON LINE	43	
PHILOSOPHY	HY BRID	5	
	ON LINE	9	
PHYSICAL EDUCATION	ON LINE	5	
PHYSICS	HY BRID	1	
POLITICAL SCIENCE	HY BRID	1	
	ON LINE	8	

	PSYCHOLOGY	HY BRID	6
		ON LINE	15
	RELIGIOUS STUDIES	HY BRID	1
		ON LINE	6
	SOCIOLOGY	HY BRID	2
		ON LINE	5
	THEATRE ARTS	HY BRID	1
		ON LINE	1
Spring 2012 Total			298
Term	Discipline	Room	Total
Summer 2012		HY BRID	2
	AGRICULTURE & NATURAL RESRCS	ON LINE	1
	ANTHROPOLOGY	ON LINE	1
	ART	HY BRID	1
		ON LINE	5
	AUTOMOTIVE MECHANICS	ON LINE	4
	BUSINESS ADMINISTRATION	ON LINE	2
	BUSINESS EDUCATION TECHNOLOGY	ON LINE	2
	BUSINESS REAL ESTATE	ON LINE	2
	CHEMISTRY	HY BRID	2
	CHILD DEVELOPMENT	ON LINE	3
	COMMUNICATION STUDIES	HY BRID	2
		ON LINE	2
	COMPUTER INFORMATION SYSTEMS	ON LINE	6
	ECONOMICS	ON LINE	1
	ELECTRONIC TECHNOLOGY	HY BRID	1
		ON LINE	1
	ENGLISH	ON LINE	6
	GEOGRAPHY	ON LINE	1
	HEALTH	ON LINE	4
	HISTORY	ON LINE	6
	MATHEMATICS	ON LINE	11
	PHILOSOPHY	HY BRID	2
	ON LINE	1	
PHYSICAL EDUCATION	ON LINE	3	
POLITICAL SCIENCE	HY BRID	1	
	ON LINE	3	
PSYCHOLOGY	ON LINE	4	
SOCIOLOGY	ON LINE	2	
Summer 2012 Total			82

Appendix E: Distance Education Classes Offered Spring 2010 – Summer 2012 By Course

Discipline	Room	Course
BUSINESS REAL ESTATE	HY BRID	BRE 100
BUSINESS REAL ESTATE	HY BRID	BRE 101
CHEMISTRY	HY BRID	CHEM 100
COMMUNICATION STUDIES	HY BRID	CMST 106
COMMUNICATION STUDIES	HY BRID	CMST 109
COMP INTEGRATD DESGN & GRAPHIC	HY BRID	CIDG 70
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 101
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 139
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 205
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 67
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 83
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 90
ECONOMICS	HY BRID	ECON 101
ECONOMICS	HY BRID	ECON 102
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78C
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78E
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78G
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78I
ENGLISH	HY BRID	ENGL 101.0
ENGLISH	HY BRID	ENGL 104
ENGLISH	HY BRID	ENGL 109
GUIDANCE	HY BRID	GUID 50
HEALTH	HY BRID	HLTH 102
MATHEMATICS	HY BRID	MATH 105
PHILOSOPHY	HY BRID	PHIL 101
PHILOSOPHY	HY BRID	PHIL 120
PHYSICS	HY BRID	PHYS 100
POLITICAL SCIENCE	HY BRID	POLS 102
PSYCHOLOGY	HY BRID	PSYC 101
PSYCHOLOGY	HY BRID	PSYC 110
ART	HY BRID	ART 134
ART	HY BRID	ART 135
BUSINESS REAL ESTATE	HY BRID	BRE 100
BUSINESS REAL ESTATE	HY BRID	BRE 139
CHEMISTRY	HY BRID	CHEM 100
COMMUNICATION STUDIES	HY BRID	CMST 105
COMMUNICATION STUDIES	HY BRID	CMST 109
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 101
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 201
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 206A

Discipline	Room	Course
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 206B
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 90
ECONOMICS	HY BRID	ECON 101
EDUCATION	HY BRID	EDUC 101
ENGLISH	HY BRID	ENGL 101.0
ENGLISH	HY BRID	ENGL 104
ENGLISH	HY BRID	ENGL 50
GUIDANCE	HY BRID	GUID 50
HEALTH	HY BRID	HLTH 102
PHILOSOPHY	HY BRID	PHIL 101
PHILOSOPHY	HY BRID	PHIL 207
PHYSICS	HY BRID	PHYS 100
POLITICAL SCIENCE	HY BRID	POLS 102
PSYCHOLOGY	HY BRID	PSYC 101
PSYCHOLOGY	HY BRID	PSYC 110
RELIGIOUS STUDIES	HY BRID	RLST 207
THEATRE ARTS	HY BRID	TA 101
CHEMISTRY	HY BRID	CHEM 100
COMMUNICATION STUDIES	HY BRID	CMST 109
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78C
PHILOSOPHY	HY BRID	PHIL 101
PHILOSOPHY	HY BRID	PHIL 109
ALLIED HEALTH	HY BRID	ALDH 71
ART	HY BRID	ART 133
ART	HY BRID	ART 134
ART	HY BRID	ART 135
BUSINESS REAL ESTATE	HY BRID	BRE 100
BUSINESS REAL ESTATE	HY BRID	BRE 101
CHEMISTRY	HY BRID	CHEM 100
COMMUNICATION STUDIES	HY BRID	CMST 109
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 101
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 136
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 139
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 280
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 67
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 90
ECONOMICS	HY BRID	ECON 102
EDUCATION	HY BRID	EDUC 101
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78E
ENGLISH	HY BRID	ENGL 101.0
ENGLISH	HY BRID	ENGL 104
ENGLISH	HY BRID	ENGL 50
GUIDANCE	HY BRID	GUID 50
HEALTH	HY BRID	HLTH 102

Discipline	Room	Course
MATHEMATICS	HY BRID	MATH 105
PHILOSOPHY	HY BRID	PHIL 101
PHILOSOPHY	HY BRID	PHIL 109
PHYSICS	HY BRID	PHYS 100
POLITICAL SCIENCE	HY BRID	POLS 102
PSYCHOLOGY	HY BRID	PSYC 101
PSYCHOLOGY	HY BRID	PSYC 110
ALLIED HEALTH	HY BRID	ALDH 71
ART	HY BRID	ART 133
ART	HY BRID	ART 134
BUSINESS ADMINISTRATION	HY BRID	BADM 100
BUSINESS REAL ESTATE	HY BRID	BRE 100
BUSINESS REAL ESTATE	HY BRID	BRE 139
CHEMISTRY	HY BRID	CHEM 100
COMMUNICATION STUDIES	HY BRID	CMST 105
COMMUNICATION STUDIES	HY BRID	CMST 109
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 101
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 201
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 206A
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 206B
COMPUTER INFORMATION SYSTEMS	HY BRID	CIS 90
ECONOMICS	HY BRID	ECON 101
EDUCATION	HY BRID	EDUC 101
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78F
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78G
ENGLISH	HY BRID	ENGL 101.0
ENGLISH	HY BRID	ENGL 104
ENGLISH	HY BRID	ENGL 50
GUIDANCE	HY BRID	GUID 50
HEALTH	HY BRID	HLTH 102
HISTORY	HY BRID	HIST 117
HISTORY	HY BRID	HIST 118
PHILOSOPHY	HY BRID	PHIL 101
PHILOSOPHY	HY BRID	PHIL 109
PHILOSOPHY	HY BRID	PHIL 207
PHYSICS	HY BRID	PHYS 100
POLITICAL SCIENCE	HY BRID	POLS 102
PSYCHOLOGY	HY BRID	PSYC 101
PSYCHOLOGY	HY BRID	PSYC 110
RELIGIOUS STUDIES	HY BRID	RLST 207
SOCIOLOGY	HY BRID	SOC 101
SOCIOLOGY	HY BRID	SOC 107
THEATRE ARTS	HY BRID	TA 101
	HY BRID	EMS 60

Discipline	Room	Course
ART	HY BRID	ART 133
CHEMISTRY	HY BRID	CHEM 100
COMMUNICATION STUDIES	HY BRID	CMST 109
ELECTRONIC TECHNOLOGY	HY BRID	ELCT 78C
PHILOSOPHY	HY BRID	PHIL 101
PHILOSOPHY	HY BRID	PHIL 109
POLITICAL SCIENCE	HY BRID	POLS 206
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 170
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 51
ANTHROPOLOGY	ON LINE	ANTH 101
ANTHROPOLOGY	ON LINE	ANTH 102
ART	ON LINE	ART 104
ART	ON LINE	ART 105
ART	ON LINE	ART 106
ART	ON LINE	ART 133
ART	ON LINE	ART 134
AUTOMOTIVE MECHANICS	ON LINE	AUTO 50.5
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.1
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.2
AUTOMOTIVE MECHANICS	ON LINE	AUTO 85.1
BUSINESS ADMINISTRATION	ON LINE	BADM 100
BUSINESS ADMINISTRATION	ON LINE	BADM 103
BUSINESS ADMINISTRATION	ON LINE	BADM 104
BUSINESS ADMINISTRATION	ON LINE	BADM 110
BUSINESS ADMINISTRATION	ON LINE	BADM 112
BUSINESS ADMINISTRATION	ON LINE	BADM 117
BUSINESS ADMINISTRATION	ON LINE	BADM 142
BUSINESS ADMINISTRATION	ON LINE	BADM 52
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 101
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 104
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 107
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 112
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 118
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 122
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 131
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 133
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 136
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141A
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141B
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 142
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 143
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 145

Discipline	Room	Course
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 74
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 77
BUSINESS REAL ESTATE	ON LINE	BRE 100
BUSINESS REAL ESTATE	ON LINE	BRE 101
BUSINESS REAL ESTATE	ON LINE	BRE 125
BUSINESS REAL ESTATE	ON LINE	BRE 139
BUSINESS REAL ESTATE	ON LINE	BRE 142
CHILD DEVELOPMENT	ON LINE	CHDV 100
CHILD DEVELOPMENT	ON LINE	CHDV 106
CHILD DEVELOPMENT	ON LINE	CHDV 111
CHILD DEVELOPMENT	ON LINE	CHDV 142
CHILD DEVELOPMENT	ON LINE	CHDV 160
COMMUNICATION STUDIES	ON LINE	CMST 105
COMMUNICATION STUDIES	ON LINE	CMST 106
COMMUNICATION STUDIES	ON LINE	CMST 107
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 101
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 137
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 280
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 50
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 91A
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 91B
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 94
ECONOMICS	ON LINE	ECON 101
ECONOMICS	ON LINE	ECON 102
EDUCATION	ON LINE	EDUC 101
ENGLISH	ON LINE	ENGL 101.0
ENGLISH	ON LINE	ENGL 102.0
ENGLISH	ON LINE	ENGL 104
ENGLISH	ON LINE	ENGL 50
GEOGRAPHY	ON LINE	GEOG 101
GEOGRAPHY	ON LINE	GEOG 102
GEOGRAPHY	ON LINE	GEOG 103
GUIDANCE	ON LINE	GUID 107
HEALTH	ON LINE	HLTH 102
HISTORY	ON LINE	HIST 103
HISTORY	ON LINE	HIST 104
HISTORY	ON LINE	HIST 117
HISTORY	ON LINE	HIST 118
HISTORY	ON LINE	HIST 155
MATHEMATICS	ON LINE	MATH 10
MATHEMATICS	ON LINE	MATH 105
MATHEMATICS	ON LINE	MATH 120
MATHEMATICS	ON LINE	MATH 132
MATHEMATICS	ON LINE	MATH 50

Discipline	Room	Course
MATHEMATICS	ON LINE	MATH 90
PHILOSOPHY	ON LINE	PHIL 101
PHILOSOPHY	ON LINE	PHIL 108
PHILOSOPHY	ON LINE	PHIL 109
PHILOSOPHY	ON LINE	PHIL 207
PHYSICAL EDUCATION	ON LINE	PE 101
PHYSICAL EDUCATION	ON LINE	PE 104
PHYSICAL EDUCATION	ON LINE	PE 105
POLITICAL SCIENCE	ON LINE	POLS 101
POLITICAL SCIENCE	ON LINE	POLS 102
PSYCHOLOGY	ON LINE	PSYC 101
PSYCHOLOGY	ON LINE	PSYC 110
PSYCHOLOGY	ON LINE	PSYC 121
PSYCHOLOGY	ON LINE	PSYC 213
RELIGIOUS STUDIES	ON LINE	RLST 101
RELIGIOUS STUDIES	ON LINE	RLST 110
RELIGIOUS STUDIES	ON LINE	RLST 111
RELIGIOUS STUDIES	ON LINE	RLST 113
RELIGIOUS STUDIES	ON LINE	RLST 207
SOCIOLOGY	ON LINE	SOC 101
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 170
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 51
ANTHROPOLOGY	ON LINE	ANTH 101
ANTHROPOLOGY	ON LINE	ANTH 102
ART	ON LINE	ART 101
ART	ON LINE	ART 102
ART	ON LINE	ART 104
ART	ON LINE	ART 105
ART	ON LINE	ART 106
ART	ON LINE	ART 133
AUTOMOTIVE MECHANICS	ON LINE	AUTO 50.5
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.1
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.2
BUSINESS ADMINISTRATION	ON LINE	BADM 100
BUSINESS ADMINISTRATION	ON LINE	BADM 104
BUSINESS ADMINISTRATION	ON LINE	BADM 109
BUSINESS ADMINISTRATION	ON LINE	BADM 110
BUSINESS ADMINISTRATION	ON LINE	BADM 112
BUSINESS ADMINISTRATION	ON LINE	BADM 117
BUSINESS ADMINISTRATION	ON LINE	BADM 142
BUSINESS ADMINISTRATION	ON LINE	BADM 144
BUSINESS ADMINISTRATION	ON LINE	BADM 52
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 101
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 104

Discipline	Room	Course
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 107
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 112
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 122
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 124
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 131
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 133
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 136
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141A
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141B
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 143
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 145
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 68
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 77
BUSINESS REAL ESTATE	ON LINE	BRE 100
BUSINESS REAL ESTATE	ON LINE	BRE 101
BUSINESS REAL ESTATE	ON LINE	BRE 110
BUSINESS REAL ESTATE	ON LINE	BRE 127
BUSINESS REAL ESTATE	ON LINE	BRE 142
CHILD DEVELOPMENT	ON LINE	CHDV 100
CHILD DEVELOPMENT	ON LINE	CHDV 106
CHILD DEVELOPMENT	ON LINE	CHDV 110
CHILD DEVELOPMENT	ON LINE	CHDV 111
CHILD DEVELOPMENT	ON LINE	CHDV 142
CHILD DEVELOPMENT	ON LINE	CHDV 160
COMMUNICATION STUDIES	ON LINE	CMST 105
COMMUNICATION STUDIES	ON LINE	CMST 106
COMMUNICATION STUDIES	ON LINE	CMST 107
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 101
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 104
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 136
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 137
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 280
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 93
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 96A
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 96B
ECONOMICS	ON LINE	ECON 101
ECONOMICS	ON LINE	ECON 102
EDUCATION	ON LINE	EDUC 101
ENGLISH	ON LINE	ENGL 101.0
ENGLISH	ON LINE	ENGL 102.0
ENGLISH	ON LINE	ENGL 104
ENGLISH	ON LINE	ENGL 50
GEOGRAPHY	ON LINE	GEOG 101

Discipline	Room	Course
GEOGRAPHY	ON LINE	GEOG 102
GEOGRAPHY	ON LINE	GEOG 103
GUIDANCE	ON LINE	GUID 107
HEALTH	ON LINE	HLTH 102
HISTORY	ON LINE	HIST 103
HISTORY	ON LINE	HIST 104
HISTORY	ON LINE	HIST 117
HISTORY	ON LINE	HIST 118
HISTORY	ON LINE	HIST 155
MATHEMATICS	ON LINE	MATH 10
MATHEMATICS	ON LINE	MATH 105
MATHEMATICS	ON LINE	MATH 120
MATHEMATICS	ON LINE	MATH 132
MATHEMATICS	ON LINE	MATH 50
MATHEMATICS	ON LINE	MATH 90
PHILOSOPHY	ON LINE	PHIL 101
PHILOSOPHY	ON LINE	PHIL 108
PHILOSOPHY	ON LINE	PHIL 109
PHILOSOPHY	ON LINE	PHIL 207
PHYSICAL EDUCATION	ON LINE	PE 101
PHYSICAL EDUCATION	ON LINE	PE 104
PHYSICAL EDUCATION	ON LINE	PE 105
POLITICAL SCIENCE	ON LINE	POLS 101
POLITICAL SCIENCE	ON LINE	POLS 102
POLITICAL SCIENCE	ON LINE	POLS 110
PSYCHOLOGY	ON LINE	PSYC 101
PSYCHOLOGY	ON LINE	PSYC 110
PSYCHOLOGY	ON LINE	PSYC 121
PSYCHOLOGY	ON LINE	PSYC 213
RELIGIOUS STUDIES	ON LINE	RLST 101
RELIGIOUS STUDIES	ON LINE	RLST 110
RELIGIOUS STUDIES	ON LINE	RLST 113
RELIGIOUS STUDIES	ON LINE	RLST 207
SOCIOLOGY	ON LINE	SOC 101
THEATRE ARTS	ON LINE	TA 102
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 170
ANTHROPOLOGY	ON LINE	ANTH 101
ART	ON LINE	ART 101
ART	ON LINE	ART 104
ART	ON LINE	ART 105
ART	ON LINE	ART 106
AUTOMOTIVE MECHANICS	ON LINE	AUTO 50.5
AUTOMOTIVE MECHANICS	ON LINE	AUTO 80.6
BUSINESS ADMINISTRATION	ON LINE	BADM 100

Discipline	Room	Course
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 112
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 131
BUSINESS REAL ESTATE	ON LINE	BRE 100
BUSINESS REAL ESTATE	ON LINE	BRE 101
CHILD DEVELOPMENT	ON LINE	CHDV 100
CHILD DEVELOPMENT	ON LINE	CHDV 106
CHILD DEVELOPMENT	ON LINE	CHDV 110
CHILD DEVELOPMENT	ON LINE	CHDV 142
COMMUNICATION STUDIES	ON LINE	CMST 106
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 101
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 137
ECONOMICS	ON LINE	ECON 101
ECONOMICS	ON LINE	ECON 102
ENGLISH	ON LINE	ENGL 101.0
ENGLISH	ON LINE	ENGL 104
ENGLISH	ON LINE	ENGL 50
HEALTH	ON LINE	HLTH 102
HISTORY	ON LINE	HIST 117
HISTORY	ON LINE	HIST 118
MATHEMATICS	ON LINE	MATH 10
MATHEMATICS	ON LINE	MATH 105
MATHEMATICS	ON LINE	MATH 132
MATHEMATICS	ON LINE	MATH 50
MATHEMATICS	ON LINE	MATH 90
PHILOSOPHY	ON LINE	PHIL 109
PHYSICAL EDUCATION	ON LINE	PE 101
PHYSICAL EDUCATION	ON LINE	PE 104
POLITICAL SCIENCE	ON LINE	POLS 102
POLITICAL SCIENCE	ON LINE	POLS 206
PSYCHOLOGY	ON LINE	PSYC 101
PSYCHOLOGY	ON LINE	PSYC 110
PSYCHOLOGY	ON LINE	PSYC 213
SOCIOLOGY	ON LINE	SOC 101
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 170
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 51
ANTHROPOLOGY	ON LINE	ANTH 101
ANTHROPOLOGY	ON LINE	ANTH 102
ART	ON LINE	ART 101
ART	ON LINE	ART 102
ART	ON LINE	ART 104
ART	ON LINE	ART 105
ART	ON LINE	ART 106
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.2

Discipline	Room	Course
BUSINESS ADMINISTRATION	ON LINE	BADM 100
BUSINESS ADMINISTRATION	ON LINE	BADM 103
BUSINESS ADMINISTRATION	ON LINE	BADM 104
BUSINESS ADMINISTRATION	ON LINE	BADM 110
BUSINESS ADMINISTRATION	ON LINE	BADM 112
BUSINESS ADMINISTRATION	ON LINE	BADM 142
BUSINESS ADMINISTRATION	ON LINE	BADM 144
BUSINESS ADMINISTRATION	ON LINE	BADM 52
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 101
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 104
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 107
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 112
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 118
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 131
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 133
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 136
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 142
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 143
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 145
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 74
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 77
BUSINESS REAL ESTATE	ON LINE	BRE 100
BUSINESS REAL ESTATE	ON LINE	BRE 101
BUSINESS REAL ESTATE	ON LINE	BRE 139
BUSINESS REAL ESTATE	ON LINE	BRE 142
CHILD DEVELOPMENT	ON LINE	CHDV 100
CHILD DEVELOPMENT	ON LINE	CHDV 106
CHILD DEVELOPMENT	ON LINE	CHDV 110
CHILD DEVELOPMENT	ON LINE	CHDV 111
CHILD DEVELOPMENT	ON LINE	CHDV 142
CHILD DEVELOPMENT	ON LINE	CHDV 160
COMMUNICATION STUDIES	ON LINE	CMST 105
COMMUNICATION STUDIES	ON LINE	CMST 106
COMMUNICATION STUDIES	ON LINE	CMST 107
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 101
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 136
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 137
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 280
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 50
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 91A
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 91B
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 94
ECONOMICS	ON LINE	ECON 101

Discipline	Room	Course
ECONOMICS	ON LINE	ECON 102
EDUCATION	ON LINE	EDUC 101
ELECTRONIC TECHNOLOGY	ON LINE	ELCT 110
ENGLISH	ON LINE	ENGL 101.0
ENGLISH	ON LINE	ENGL 102.0
ENGLISH	ON LINE	ENGL 104
ENGLISH	ON LINE	ENGL 50
GEOGRAPHY	ON LINE	GEOG 101
GUIDANCE	ON LINE	GUID 107
HEALTH	ON LINE	HLTH 102
HISTORY	ON LINE	HIST 103
HISTORY	ON LINE	HIST 104
HISTORY	ON LINE	HIST 117
HISTORY	ON LINE	HIST 118
HISTORY	ON LINE	HIST 155
MATHEMATICS	ON LINE	MATH 10
MATHEMATICS	ON LINE	MATH 105
MATHEMATICS	ON LINE	MATH 120
MATHEMATICS	ON LINE	MATH 132
MATHEMATICS	ON LINE	MATH 50
MATHEMATICS	ON LINE	MATH 90
PHILOSOPHY	ON LINE	PHIL 101
PHILOSOPHY	ON LINE	PHIL 108
PHILOSOPHY	ON LINE	PHIL 109
PHILOSOPHY	ON LINE	PHIL 207
PHYSICAL EDUCATION	ON LINE	PE 101
PHYSICAL EDUCATION	ON LINE	PE 104
PHYSICAL EDUCATION	ON LINE	PE 105
POLITICAL SCIENCE	ON LINE	POLS 101
POLITICAL SCIENCE	ON LINE	POLS 102
PSYCHOLOGY	ON LINE	PSYC 101
PSYCHOLOGY	ON LINE	PSYC 110
PSYCHOLOGY	ON LINE	PSYC 121
PSYCHOLOGY	ON LINE	PSYC 213
RELIGIOUS STUDIES	ON LINE	RLST 101
RELIGIOUS STUDIES	ON LINE	RLST 110
RELIGIOUS STUDIES	ON LINE	RLST 113
RELIGIOUS STUDIES	ON LINE	RLST 207
SOCIOLOGY	ON LINE	SOC 101
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 170
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 51
ANTHROPOLOGY	ON LINE	ANTH 101
ANTHROPOLOGY	ON LINE	ANTH 102
ART	ON LINE	ART 101

Discipline	Room	Course
ART	ON LINE	ART 102
ART	ON LINE	ART 104
ART	ON LINE	ART 105
ART	ON LINE	ART 106
ART	ON LINE	ART 133
AUTOMOTIVE MECHANICS	ON LINE	AUTO 50.5
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.1
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.2
BUSINESS ADMINISTRATION	ON LINE	BADM 100
BUSINESS ADMINISTRATION	ON LINE	BADM 103
BUSINESS ADMINISTRATION	ON LINE	BADM 104
BUSINESS ADMINISTRATION	ON LINE	BADM 109
BUSINESS ADMINISTRATION	ON LINE	BADM 110
BUSINESS ADMINISTRATION	ON LINE	BADM 112
BUSINESS ADMINISTRATION	ON LINE	BADM 142
BUSINESS ADMINISTRATION	ON LINE	BADM 144
BUSINESS ADMINISTRATION	ON LINE	BADM 52
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 101
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 104
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 107
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 112
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 122
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 124
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 131
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 133
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 136
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 141
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 143
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 145
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 68
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 77
BUSINESS REAL ESTATE	ON LINE	BRE 100
BUSINESS REAL ESTATE	ON LINE	BRE 101
BUSINESS REAL ESTATE	ON LINE	BRE 110
BUSINESS REAL ESTATE	ON LINE	BRE 125
BUSINESS REAL ESTATE	ON LINE	BRE 142
CHILD DEVELOPMENT	ON LINE	CHDV 100
CHILD DEVELOPMENT	ON LINE	CHDV 106
CHILD DEVELOPMENT	ON LINE	CHDV 110
CHILD DEVELOPMENT	ON LINE	CHDV 111
CHILD DEVELOPMENT	ON LINE	CHDV 142
CHILD DEVELOPMENT	ON LINE	CHDV 160
COMMUNICATION STUDIES	ON LINE	CMST 105

Discipline	Room	Course
COMMUNICATION STUDIES	ON LINE	CMST 106
COMMUNICATION STUDIES	ON LINE	CMST 107
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 101
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 104
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 136
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 137
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 280
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 93
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 96A
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 96B
ECONOMICS	ON LINE	ECON 101
ECONOMICS	ON LINE	ECON 102
EDUCATION	ON LINE	EDUC 101
ELECTRONIC TECHNOLOGY	ON LINE	ELCT 110
ELECTRONIC TECHNOLOGY	ON LINE	ELCT 7
ENGLISH	ON LINE	ENGL 101.0
ENGLISH	ON LINE	ENGL 102.0
ENGLISH	ON LINE	ENGL 104
ENGLISH	ON LINE	ENGL 50
GEOGRAPHY	ON LINE	GEOG 101
GEOGRAPHY	ON LINE	GEOG 102
GEOGRAPHY	ON LINE	GEOG 103
GEOGRAPHY	ON LINE	GEOG 104
GUIDANCE	ON LINE	GUID 107
HEALTH	ON LINE	HLTH 102
HISTORY	ON LINE	HIST 103
HISTORY	ON LINE	HIST 104
HISTORY	ON LINE	HIST 117
HISTORY	ON LINE	HIST 118
HISTORY	ON LINE	HIST 155
MATHEMATICS	ON LINE	MATH 10
MATHEMATICS	ON LINE	MATH 105
MATHEMATICS	ON LINE	MATH 120
MATHEMATICS	ON LINE	MATH 132
MATHEMATICS	ON LINE	MATH 50
MATHEMATICS	ON LINE	MATH 90
PHILOSOPHY	ON LINE	PHIL 101
PHILOSOPHY	ON LINE	PHIL 108
PHILOSOPHY	ON LINE	PHIL 109
PHILOSOPHY	ON LINE	PHIL 207
PHYSICAL EDUCATION	ON LINE	PE 101
PHYSICAL EDUCATION	ON LINE	PE 104
PHYSICAL EDUCATION	ON LINE	PE 105
POLITICAL SCIENCE	ON LINE	POLS 101

Discipline	Room	Course
POLITICAL SCIENCE	ON LINE	POLS 102
PSYCHOLOGY	ON LINE	PSYC 101
PSYCHOLOGY	ON LINE	PSYC 110
PSYCHOLOGY	ON LINE	PSYC 121
PSYCHOLOGY	ON LINE	PSYC 213
RELIGIOUS STUDIES	ON LINE	RLST 101
RELIGIOUS STUDIES	ON LINE	RLST 110
RELIGIOUS STUDIES	ON LINE	RLST 113
RELIGIOUS STUDIES	ON LINE	RLST 207
SOCIOLOGY	ON LINE	SOC 101
THEATRE ARTS	ON LINE	TA 102
AGRICULTURE & NATURAL RESRCS	ON LINE	AGNR 170
ANTHROPOLOGY	ON LINE	ANTH 101
ART	ON LINE	ART 102
ART	ON LINE	ART 104
ART	ON LINE	ART 105
ART	ON LINE	ART 106
ART	ON LINE	ART 133
AUTOMOTIVE MECHANICS	ON LINE	AUTO 50.5
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.1
AUTOMOTIVE MECHANICS	ON LINE	AUTO 77.2
BUSINESS ADMINISTRATION	ON LINE	BADM 100
BUSINESS ADMINISTRATION	ON LINE	BADM 110
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 112
BUSINESS EDUCATION TECHNOLOGY	ON LINE	BET 131
BUSINESS REAL ESTATE	ON LINE	BRE 100
BUSINESS REAL ESTATE	ON LINE	BRE 101
CHILD DEVELOPMENT	ON LINE	CHDV 100
CHILD DEVELOPMENT	ON LINE	CHDV 106
CHILD DEVELOPMENT	ON LINE	CHDV 142
COMMUNICATION STUDIES	ON LINE	CMST 106
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 101
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 136
COMPUTER INFORMATION SYSTEMS	ON LINE	CIS 137
ECONOMICS	ON LINE	ECON 102
ELECTRONIC TECHNOLOGY	ON LINE	ELCT 110
ENGLISH	ON LINE	ENGL 101.0
ENGLISH	ON LINE	ENGL 102.0
ENGLISH	ON LINE	ENGL 104
ENGLISH	ON LINE	ENGL 50
GEOGRAPHY	ON LINE	GEOG 101
HEALTH	ON LINE	HLTH 102
HISTORY	ON LINE	HIST 117

Discipline	Room	Course
HISTORY	ON LINE	HIST 118
MATHEMATICS	ON LINE	MATH 10
MATHEMATICS	ON LINE	MATH 105
MATHEMATICS	ON LINE	MATH 132
MATHEMATICS	ON LINE	MATH 50
MATHEMATICS	ON LINE	MATH 90
PHILOSOPHY	ON LINE	PHIL 109
PHYSICAL EDUCATION	ON LINE	PE 101
PHYSICAL EDUCATION	ON LINE	PE 104
PHYSICAL EDUCATION	ON LINE	PE 105
POLITICAL SCIENCE	ON LINE	POLS 102
PSYCHOLOGY	ON LINE	PSYC 101
PSYCHOLOGY	ON LINE	PSYC 110
PSYCHOLOGY	ON LINE	PSYC 213
SOCIOLOGY	ON LINE	SOC 101

Appendix F: Distance Education Performance Data

DE Performance Data						
DE	2010			2011		
(Fall)	Hybrid	Online	Non-DE	Hybrid	Online	Non-DE
Enrollment:						
Enrollment	1,186	6,367	29,892	1,249	5,878	28,671
# of Courses	30	101	543	29	94	518
# of Sections	45	230	1,068	47	212	1,033
FTES	136.4	603.6	3,851.8	163.3	564.2	3,717.4
Success:						
Retention Rate	84.5%	86.8%	88.0%	88.7%	89.0%	92.2%
Success Rate	55.3%	60.0%	65.6%	55.4%	59.0%	66.7%

DE Performance Data						
DE	2011			2012		
(Spring)	Hybrid	Online	Non-DE	Hybrid	Online	Non-DE
Enrollment:						
Enrollment	1,277	6,369	28,247	1,540	6,420	28,265
# of Courses	27	103	555	33	104	560
# of Sections	49	231	1,070	64	227	1,124
FTES	143.3	618.3	3,590.3	178.5	608.6	3,492.3
Success:						
Retention Rate	80.5%	85.6%	86.2%	87.9%	86.4%	89.4%
Success Rate	55.2%	59.9%	65.1%	57.7%	55.9%	63.8%

DE Performance Data						
DE	2011			2012		
(Summer)	Hybrid	Online	Non-DE	Hybrid	Online	Non-DE
Enrollment:						
Enrollment	180	1,565	3,657	280	1,732	3,527
# of Courses	5	42	121	8	48	124
# of Sections	6	61	145	11	71	146
FTES	18.9	151.9	457.0	42.3	167.9	412.7
Success:						
Retention Rate	80.0%	87.4%	92.2%	89.6%	89.0%	92.5%
Success Rate	67.2%	66.0%	77.8%	68.6%	65.1%	76.2%

*Online and Hybrid offerings were found with a room of 'ON LINE' or 'HY BRID'

*'Non-DE' courses are those found not to be offered as 'ON LINE' or 'HY BRID'

*All data is credit courses only as of 1st census

*Success (discipline) = Numerator: Number of enrollments with grade of A,B,C,CR,P

Denominator: Number of enrollments with grade of A,B,C,CR,D,F,FW,NC,NP,P,MW,W

*Retention (discipline) = Numerator: Number of enrollments with grade of A,B,C,CR,D,F,FW,NC,NP,P

Denominator: Number of enrollments with grade of A,B,C,CR,D,F,FW,NC,NP,P,MW,W.

Appendix G: Curriculum Committee Approval Forms

Distance Education Addendum

The screenshot displays the Victor Valley's CurricUNET interface. At the top, the logo and name 'Victor Valley's CurricUNET' are visible, along with 'VICTOR VALLEY COLLEGE' on the right. A navigation menu on the left includes 'CurricUNET Home', 'Build', 'Courses', and 'Edit Course'. The main content area shows a course titled '110 Religions of the Middle East & the West' by 'Skuster, Marc'. A central pop-up window titled 'Course Distance Education' contains a form with the following fields:

- Page Last Saved on Monday, Sep 3, 2012 at 2:14 PM
- By Marc Skuster
- Delivery Methods: Hybrid, Televised, 100% Online, Other
- Buttons: Save, Finish, Cancel

On the right side, a 'Course Checklist' is shown with the following items:

- Main
- Cover
- Units/Hours
- Student Learning Outcomes
- Methods of Evaluation
- Instructional Objectives
- Course Content
- Lab Content
- Methods of Instruction
- Distance Ed
 - Contact Types
- Required Texts
- Additional Resources
- Entrance Skills
- Requisites
- Library
- General Ed
- Assignments
- Academic Accommodations
- Attached Files

At the bottom of the page, the number '65' is centered.

Distance Education Regular Effective Contact: Types

Victor Valley's CurricUNET

Welcome, Marc [Log Out](#)

Course Checklist

- [Main](#)
- [Cover](#)
- [Units/Hours](#)
- [Student Learning Outcomes](#)
- [Methods of Evaluation](#)
- [Instructional Objectives](#)
- [Course Content](#)
- [Lab Content](#)
- [Methods of Instruction](#)
- [Distance Ed](#)
 - [Contact Types](#)
- [Required Texts](#)
- [Additional Resources](#)
- [Entrance Skills](#)
- [Requisites](#)
- [Library](#)
- [General Ed](#)
- [Assignments](#)
- [Academic Accommodations](#)
- [Attached Files](#)

Distance Ed - Contact Types

You have no defined contact types.
Please add all applicable contact types.

Choose

Contact Type

Frequency*

E-mail
 E-mail
 Web Casts
 Discussion Boards (asynchronous Dialogue)
 Chat (Synchronous Dialogue)
 On Campus Meeting Announcements
 Office Hours
 Other (please describe below)

Left Navigation:

- [CurricUNET Home](#)
- [Build](#)
- [Courses](#)
- [Edit Course](#)


Edit Course

110
Religions of the Middle East & the West
R10E-Religious Studies
Skunkes, Marc

You may submit your course now.

Links

- [Curriculum Hand Book](#)
- [Governmet](#)
- [Special Characters](#)
- [Taxonomy](#)



Victor Valley's CurricUNET

VICTOR VALLEY
COLLEGE

Welcome, Marc
Log Out

CurricUNET Home

- ↳ Build
- ↳ Courses
- ↳ Edit Course

Edit Course VR

110

Religions of the Middle East & the West

RLST-Religious Studies

Skuster, Marc

You may Submit your course now. Submit

Links

- Curriculum Hand Book
- Governet
- Special Characters
- Taxonomy

Please Remember To Save Work Before Navigating Off Of Page.

Distance Ed - Contact Types

You have no defined contact types.

Please add all applicable contact types.

Choose

Contact Type	E-mail
---------------------	--------

Frequency* Instructor-Student contact is mandatory. Must be at least equivalent to instructor-student contact in the traditional setting.

Add
Finish

Course Checklist

Main

- Cover
- Units/Hours
- Student Learning Outcomes
- Methods of Evaluation
- Instructional Objectives
- Course Content
- Lab Content
- Methods of Instruction
- Distance Ed
 - Contact Types
- Required Texts
- Additional Resources
- Entrance Skills
- Requisites
- Library
- General Ed
- Assignments
- Academic Accommodations
- Attached Files

Academic Accommodations



Victor Valley's CurricUNET

VICTOR VALLEY
COLLEGE

Welcome, Marc [Log Out](#)

- [CurricUNET Home](#)
- [Build](#)
- [Courses](#)
- [Edit Course](#)

[Edit Course](#) ^{VR}

110
Religions of the
Middle East & the West
RLST-Religious
Studies
Skuster, Marc

You may [Submit your course now.](#) [Submit](#)

Links

- [Curriculum Hand Book](#)
- [Governet](#)
- [Special Characters](#)
- [Taxonomy](#)

Please Remember To Save Work Before Navigating Off Of Page.

ACADEMIC ACCOMMODATIONS

Methods

- A course syllabus or other explanation with due dates for course materials and assignments is available for students in alternative formats (e.g., electronic format).
- A discussion has occurred to identify appropriate learning methodologies for students in this discipline.
- Auxiliary aids can be used in classroom or lab setting (e.g., Tape recorder, interpreters, and mobility devices).
- If this course requires field trips, there will be alternatives for field trips.
- Material may be presented in more than one modality or methodology (e.g., visual, oral, tactile).
- Students have access to the instructor to discuss special needs.
- Technology used to deliver Distance Education components of this course meet standards for accessibility to persons with disabilities.
- Video or audiotapes are available in accessible formats. ?

Save
Finish
Cancel

Course Checklist

Main

- Cover
- Units/Hours
- Student Learning Outcomes
- Methods of Evaluation
- Instructional Objectives
- Course Content
- Lab Content
- Methods of Instruction
- Distance Ed
 - Contact Types
- Required Texts
- Additional Resources
- Entrance Skills
- Requisites
- Library
- General Ed
- Assignments
- Academic Accommodations
- Attached Files

Legend

Spell Check

? Help

Appendix H: Distance Education Budget

**Victor Valley College
Senate PRAISE Budget
Worksheet
Planning Year 2011-2012
(Budget year 2012-2013)**

Approved at 9/11/12 BOT meeting as part of the
Instruction Budget

PRAISE Budget Worksheet

Priority Rank	Item Requested	Obj Code	New Item	Qty	Cost	Total Amt	Ongoing Expense (O A/B/T)	Mandated by Law (M)	One Time Money (1X)	Justified in PRAISE	Req by Perkins (Y/N)
1	Blackboard Training			2	\$20,000	\$40,000				Y*	N
2	New Online Faculty Training			1	\$5,000	\$5,000				Y*	N
3	Misc. Projects: travel, software			TBD	\$5,000	\$5,000				Y*	N
4											
5											
6											
7											
8											
9											
10											
										*See approved DE Plan	
	Totals					\$50,000.					

Appendix I: Online Proctor Policy

AS Approved September 6, 2012
Senate Distance Education Committee – Spring 2012
Online Proctoring Policy

What is online proctoring?

Exam proctoring for online courses at Victor Valley College include the following:

1. Physical attendance on the VVC campus for a monitored exam, observed by instructor of record or authorized proctor.
2. Remote learners arranging an exam to be observed by an instructor-approved proctor.
3. Online proctoring software in accordance with instructor of record's policy on coursework.

Background:

VVC online course instructors may require students to complete specific class requirements in person rather than online.

An instructor may require that local students come to campus; remote learners (or students who cannot legitimately come to campus) may be required to arrange for an appropriate individual to observe their completion of the coursework at an approved time and location.

Students out of the college district (or unable to come to campus), enrolled in a course that requires in-person completion of course requirements, are responsible for arranging for proctoring of class work consistent with instructor guidelines, including the time, place, proctor, and other conditions for completion of the designated class requirement. Students are also responsible for any costs incurred in procuring a proctor.

This option for in-person completion of exams or other coursework, or the use of online proctoring software, is up to the discretion of the individual instructor of record for any online course.

Class sections in which proctoring is required must be identified as such in the published class schedule and WebAdvisor listing. Complete information regarding all proctoring requirements must be made available to registered students prior to the beginning of a class.

All policies for proctoring, in whatever medium, must comply with DSPS guidelines.

PROCTOR POLICY

Approved proctors for **remote learners** MUST be:

- School or Public Librarians
- Teachers/Professors
- Educational Administrators (principal/superintendent)
- Local College Testing Center Staff
- Adult Learning Center Staff
- Guidance Counselors
- Commanding Officers
- Military Education Officers or Embassy Education Officers
- Human Resource Staff
- Others (must be pre-approved by the instructor in advance)
- Test Proctors may NOT be:
 - Students
 - Friends
 - Relatives
 - Spouses
 - Direct Supervisors
 - Employees
 - Colleagues at Same Level
 - Athletic Coaches

WHAT DOES A PROCTOR DO?

Proctors are approved individuals who agree to supervise examinations for Victor Valley College students. They have a responsibility to ensure that off-campus testing is conducted in accordance with instructions provided by the instructor of record for a VVC class. Proctors must provide evidence of their qualifications for proctoring exams as well as communicate with the instructor of record, receive and return exam materials or access information, provide and equip a testing space, and observe the completion of the exam.

Students are responsible for recruiting an appropriate individual and securing his or her agreement to serve as a proctor. Students then submit the potential proctor's name, position, and contact information to the VVC instructor of record. The instructor will then contact the proctor and request verification of his or her qualifications and agreement to enforce the specific requirements for the exam to be proctored.

The instructor will provide the proctor complete information regarding testing conditions and timing, exam delivery, administration, and return. See attached 'Exam Proctor Form'. The instructor is responsible for ensuring that the proctor receives the exam or exam access information in advance of the identifying testing date or time, and the proctor is responsible for returning the exam and/or providing written verification of compliance with the testing requirements and conditions specified by the instructor. Communication and exchange of materials between the proctor and instructor may be electronic, via postal delivery, or both. All

legal requirements for DSPTS will be followed. Exam(s) sent by mail must be received by instructor within five working days of assignment completion with a return receipt attached.

AS Approved September 6, 2012
Senate Distance Education Committee – Spring 2012
Online Proctoring Policy

POLICIES AND PROCEDURES FOR PROCTORS

1. Exams must be administered at the proctor's place of employment or an instructor-approved location.
2. Proctors must **verify the identity of the student with a photo ID** and **read all of the exam instructions** to the student before the student begins the exam.
3. **The proctor must continually observe the student while the student is taking the exam.** If the student is uncomfortable with the proctoring situation (e.g. the setting is one-on-one with the proctor, parent, friend, or chaperone may be present, along with the proctor, **so long as the student does not interact with that person** during the exam. Interacting with any person during an exam other than the proctor is considered cheating and is grounds for receiving a failing grade on the exam.
4. The **exam must not be available or accessible to the student** until the he or she is ready to take it, and the exam should **never be in the student's possession** except when he or she is taking it.
5. Students **may not have access to books, notes, reference aids, websites, computers, phones, or communication devices** of any kind unless specified in the exam instructions in the proctor letter. **Students may not take notes** on the exam or have any part of it to study after taking it. **Neither the student nor the proctor may duplicate the exam** in any way.
6. The proctor must return any student scratch paper and writing produced during the exam, the printed exam (if used), and the completed verification form to the instructor in accordance with the proctoring instructions.
7. **If the student is suspected of cheating**, the instructor must be notified as soon as possible.

Proctored Testing Verification Form

Proctor Verification:

- I have verified the student’s identity with a photo ID.
- I observed the student for the entire duration of the exam, and I can attest that no one interacted with the student for the duration of the exam by any means (verbal, nonverbal, electronic).
- The student had no access to unauthorized communication devices, books, or notes during the exam.
- Students are authorized to use the following during this exam:

Name (printed):

Signature:

Student Verification:

- I verify that I had no help with the attached exam and the work was solely my own.

Name (printed):

Signature:

Instructions for Return of Exam and Exam Materials:

1. Electronic: exam may be sent to instructor via FAX or e-mail attachment (if applicable).
2. Regular mail: exam may be sent to instructor via USPS or equivalent with return receipt. Exam must be received by instructor within five working days of exam completion.

Appendix J: Online Student Readiness Survey

Online Student Readiness Survey

This online assessment is designed to determine whether or not an online course is a good match for your independent learning style. The assessment has three parts that cover (1) Class Preference, (2) Computer Literacy, and (3) Time Management.

If you score less than 70% on any part of the assessment, you should learn more about taking an online course in order to make sure it is the right choice for you.

Your Email Address* (so we can send your results to you)

Part I : Class Preference

Which statement best describes you?*

- I staying focused is really hard for me; I get easily distracted.
- I have to force myself to stay focused or else I will get distracted.
- I have good concentration and I don't get distracted too often.
- I have awesome powers of concentration; nothing can distract me.

How much do you read for your classes?*

- I rely mostly on notes from class since I don't always have time to read.
- I do some of the required reading and take good notes in class.
- I try to do all the required reading for class.
- I do all the required reading and some extra recommended reading too.

How good are you are reading and following written instructions?*

- I read instructions very carefully and usually do not have any problems.
- I sometimes have to go back and read the instructions again.
- I constantly refer to the instructions when I am doing writing assignments.
- I have a lot of trouble following written directions.

How would you rate your writing skills?*

- I like to write and I think I am a pretty good writer.
- I like writing and I would like to learn how to write better.
- I don't like writing, but I do okay.
- I am not a very good writer; I don't like writing.

What is your biggest concern about an online class?*

- Immediate feedback and contact with instructor
- Learning on my own

Learning course content on my own

Immediate feedback and working independently

Part II : Computer Literacy

Do you have access to a reliable computer?*

I don't have a computer at home.

My home computer is not in very good shape.

My home computer works well and is reliable.

My computer is questionable and I have access to a backup computer.

What kind of Internet connection do you plan to use?*

I use high-speed cable modem/DSL/FiOS.

I use telephone dial-up to my internet service provider.

I use mobile wireless network connection.

I don't have an Internet connection at home.

How would you describe your word processing skills?*

I am able to create and save documents, convert files into a different format (such as 'rich text'), and copy and paste from one document to another.

I am able to create and save documents as well as copy and paste text from one document to another.

I am able to create and save documents.

I do not know how to use a word processing program.

How would you describe your Internet skills?*

I am able to use two or more different web browsers, locate information using a search engine, and navigate within websites.

I am able to locate information using a search engine and navigate within websites.

I am able to navigate within websites.

I do not know how to use the Internet.

How do you manage your documents on your computer?*

I keep documents in carefully named folders and subfolders.

I usually just save documents on a storage device.

I save my documents mostly on my hard drive.

I get confused figuring out where I've saved documents.

Part III : Time Management

How often do you check your email?*

- I check email once per week.
- I check email twice per week.
- I check email at least once a day.
- I don't check my email on a regular basis.

Including this online course, how many total units will you be taking?*

- Less than 12 units
- 12 units
- More than 12 units
- More than 18 units

How much work do you think an online class will be compared to a regular class?*

- An online class will probably be about the SAME amount of work.
- An online class will probably be LESS work.
- An online class will probably be MORE work.
- I am not sure just how much an online class will be.

How many hours will you have available each week for a 16 week online course?*

- 2-4 hours/week for this class
- 5-7 hours/week for this class
- 8-10 hours/week for this class
- I am not sure how much time I will have.

How good are you at meeting deadlines for course assignments?*

- I generally meet my deadlines.
- I meet deadlines most of the time.
- I sometimes have to ask for an extension on the deadline.
- I have a lot of trouble getting work done by the deadline.

Appendix K: FAQ Frequently Asked Questions

VVC ONLINE / HYBRID / WEB-ENHANCED CLASSES

Frequently Asked Questions and ANSWERS

1. How are Web-enhanced, hybrid, and online classes different?

- At Victor Valley College a Web-enhanced class requires 100% of the traditional amount of face-to-face instruction (meaning on campus and in class) as well as requiring that you complete some assignments via the Internet.
- A hybrid class, on the other hand, requires only some face-to-face classroom instruction meetings (51% or more), with the remaining required instruction conducted via the Internet. A hybrid essentially splits the required classroom time between campus rooms and the Internet, resulting in a reduction of the amount of time spent on campus.
- Lastly, an online class is conducted entirely and exclusively via the Internet and requires attendance at few, if any campus class meetings.

2. Do I need my own computer to take a Web-enhanced, online, or hybrid class?

- No, you do not need to own your own computer. Before enrolling, however, it is your responsibility to be sure that you will have easy access whenever necessary to at least one computer that meets the minimum requirements outlined below. These requirements may be met at home, at a VVC computer lab, at another college (verify days and hours of operation as well as any restrictions on use), at work (if permitted), or at any public facility (e.g., library, community room) that has computers that meet the minimum requirements and are connected to the Internet.

3. What sort of computer system is required for a Web-enhanced, online or hybrid class?

- Students enrolled in Web-enhanced, online or hybrid classes must have access to a computer system with the following: a Modem (56.6K recommended) or network connection, a Sound card, and 64 MB of RAM (128 MB or above is recommended). Some courses require students to have a CD-ROM installed or a VCR available to view videos that accompany the course.

4. What are the software requirements?

- Courses require that you have access to a recent version of a Microsoft, Netscape, or Safari (Mac) Web browser; a reliable e-mail service; and a word processing program. Students must arrange for their own access to the Internet. Specific classes in some departments, including Philosophy and Mathematics, have additional system requirements. Math classes require operating systems that support MyMathLab.com. Visit www.mymathlab.com for the required operating systems.

5. What are the minimum computer skills required?

- Each student must be able to:
 - Navigate the Internet with a web browser.
 - Use email and send attachments proficiently.
 - Download and install plug-ins.
 - Create files and folders.
 - Use a word processing program: *Microsoft Word is strongly recommended.*
 - Save word processing documents as Rich Text Format (.rtf).

6. What if I need to have adaptive software or equipment to access the Internet?

- Some students with disabilities may require adaptive software/hardware that is needed to access the Internet and used with various word processing programs. These adaptive tools are the responsibility of the student since they are to be used at home, but your local agency may assist you in identifying and/or acquiring such tools.

7. How do I apply to the college?

- Students may apply to Victor Valley College online. [Click here](#) and then click on "Apply for

Admission" (**at the top of the menu on the right**) to begin. Once you complete your application you will receive a confirmation and an assigned registration time. Do not try to register for any courses before the assigned registration time.

8. How do I enroll for a course?

- You may enroll in or add a class either online or using the Victor Valley College automated telephone system. [Click here](#) for information on the telephone registration system. For online registration, [Click here](#) and then click on "Register for Classes" (**from the menu on the right**) to begin.

9. I am now registered for an online, Web-enhanced, or hybrid class. What do I do now?

-

10. Are Web-enhanced, online, and hybrid courses transferable?

- Web-enhanced, online, and hybrid classes are transferable. However, the decision to accept a course in any delivery mode is made by the receiving institution.

11. If an online, hybrid, or Web-enhanced class is closed, can I add?

- At Victor Valley College we maintain a class limit on all online and hybrid classes so as to maximize the opportunity for student interaction and successful course completion. Contact the instructor if a class is closed or, for hybrid classes, attend the first class meeting. Class size limits for Web-enhanced and traditional classes are identical. Contact the instructor or attend the first class meeting if a Web-enhanced class is closed.

12. How much does it cost to take a Web-enhanced, online, or hybrid class?

- Web-enhanced, online, and hybrid classes cost the same as on-campus courses. [CLICK HERE](#) for more information on the cost of courses at Victor Valley College.

13. When do Web-enhanced, online, and hybrid classes start?

- Generally, Web-enhanced, online, hybrid, and traditional classes start at the same time. This means you should not expect to access online course material prior to the beginning date of each class.

14. Will I be required to come to campus?

- Attendance is required at scheduled on-campus class meetings for Web-enhanced and hybrid courses. It is not necessary to come to the Victor Valley College campus at all for online classes, with the exception of online Math or Political Science classes. Proctored exams, required in some online courses in these departments, can be taken at the Victor Valley College campus, or any other community college or college campus. To find out more about any course, contact the instructor or Department Chair.

15. Do I have to access my class at the same time every day?

- Most students should expect to access an online class between 5 and 7 times a week in order to keep up with class discussions, student questions and assignments. Unlike traditional courses, few, if any, online classes require students to access the class at a designated time of day. Expected frequency of access in hybrid or Web-enhanced classes varies from class to class. Attend the first class meeting for additional information.

16. How do I complete my coursework?

- Many Web-enhanced, online, and hybrid courses use Blackboard as the primary or supplemental virtual classroom. Coursework completed within the Blackboard learning environment may involve posted lectures, email, discussion boards, testing, file sharing, and group collaboration. **Click here** to access VVC's Blackboard Online Class System now.

17. Where do I get my textbooks?

- You can purchase textbooks on campus at the Victor Valley College Rams Bookstore - ([click here for a map of the campus](#)) or at the RAMS Bookstore Online by clicking [here](#). Many textbooks are also available from off campus bookstores and online providers.

POLICY FOR DROPPING CLASSES

- It is not the instructor's responsibility to drop students from classes even in cases where the student does not attend the first class meeting or any class meetings. It is the student's responsibility to ensure the class was dropped on time in order to not be responsible for fees. Students must request a refund from the Bursars Office. Students who do not drop classes within the appropriate deadlines will be held accountable for payment of fees for these classes even if the student does not attend any class meetings.

Please refer to the DROP and REFUND dates in the schedule of classes.

PLEASE REMEMBER. . . IT IS THE STUDENTS RESPONSIBILITY TO DROP CLASSES

- *California Code of Regulations, T5 58004, 58507, 58508*

Appendix L: Blackboard Help

VVC ONLINE / HYBRID / WEB-ENHANCED CLASSES

Blackboard Online Course System Help

UPDATE TO STUDENTS USING BLACKBOARD... Blackboard will now be AUTOMATICALLY ENROLLING you in any courses for which you are registered, however, if the instructor has not made the class AVAILABLE within Blackboard, you will not see it on your personal Blackboard page until that is done.

Blackboard is Victor Valley College's e-learning environment that provides students with the opportunity to stay connected with their instructors and classmates. Blackboard may be a component of some or all of a student's courses as either a supplement to the course, as an element of a hybrid course or as the structure for a completely online course. Blackboard's potential features include receiving class material, checking grades, online quizzes, virtual chat rooms and discussion boards.

How To Login to VVC Blackboard for Your First Time.

- You will need to complete two tasks. They are:

Update or add an email address to your account

Change the password to your account

Print out this page and use it as a reference to complete enrolling in a VVC Blackboard course.

Open your browser. (It is suggested that you use either, Microsoft's Internet Explorer 6.0 or higher, or Mozilla's Firefox 1.0.x or higher, with the Windows Operating System. For the Mac Operating System, 10.3 or higher, use Apple Safari 1.2, or Mozilla's Firefox 1.0.x or higher.

VVC Blackboard does not currently support other browsers, such as AOL).

Enter the address **http://bboc.vvc.edu** in the browser's address bar. (*Bookmark this page for future reference*). This will take you to the gateway screen.

On the gateway screen please click on the Login button.

In the box under Username: enter your username as your seven digit student id number (i.e.

0123456) without any blank spaces. This will remain your username in VVC Blackboard.

Enter your password as your six digit birth date as mmddyy (i.e. Jan 9, 1981 would be 010981).

We suggest that you change your password the first time that you login.

You should now be at your VVC Blackboard home page. (You should see **Welcome, YOUR NAME HERE!** near the top of the page.

Click on Personal Information under Tools on the left hand side of the page.

Click on Edit Personal Information. Add your email address under part one, then complete part 2 and click on the Submit button in the bottom right hand corner of the page. Then select OK on the next screen.

Now click on Change Password. In the password box please type your password (it is case sensitive) then retype it in the Verify Password box and click on the submit button and choose OK and then OK again. This will return you to your personal VVC Blackboard page.

Your home page in VVC Blackboard page will display all of the VVC Blackboard classes that you are enrolled in on the right-hand side of the screen.

For additional assistance contact the VVC Blackboard Online Help Desk at onlinehelp@vvc.edu or call (760)245-4271 ext. 2740.

Appendix M: Blackboard Browser Check

Browser Check

This page checks to make sure that your computer is running a compatible operating system, and a compatible browser that is configured properly. It also checks for some of the common plug-ins.

Operating System Windows
Web Browser Internet Explorer 9
Cookies Correctly Enabled
Javascript Correctly Enabled
Java Correctly Installed
Flash Correctly Installed
Quicktime Correctly Installed
Real Player Correctly Installed
PDF Reader [CLICK HERE TO TEST](#)
Windows Media Player Correctly Installed

*Note: You must **disable** your **pop-up blocking** to use the Java Chat within Blackboard.*

Supported Web Browsers

Listed below are the supported operating systems and browsers for use with the Blackboard Academic Suite. The Academic Suite is a Web-based application and other browsers and operating system may work well, however, the listed configurations are the only configurations that are tested and supported by Blackboard.

Useful Information

- All configurations marked as Compatible and have undergone a limited engineering analysis to test areas of the Blackboard Academic Suite that may have browser issues.
- The WebDAV client in Windows Vista is still not fully functional and causes incompatibilities with the Blackboard Content System.

All configurations marked as **Compatible** and have undergone a limited engineering analysis to test areas of the Blackboard Academic Suite that may have browser issues.

Term	Definition
------	------------

Certified	fully tested and supported
Compatible	partially tested but should function properly
Unsupported	either impossible or not tested

Microsoft® Windows® Operating System

	Internet Explorer 9	Internet Explorer 8	Firefox (Final Release Channel)	Firefox 3.6	Chrome (Stable Channel)
Windows XP (32-bit)	Unsupported	Compatible	Compatible	Compatible	Compatible
Windows Vista (32-bit)	Certified	Compatible	Certified	Compatible	Compatible
Windows Vista (64-bit)	Compatible	Compatible	Compatible	Compatible	Compatible
Windows 7 (32-bit)	Certified	Compatible	Certified	Compatible	Certified
Windows 7 (64-bit)	Compatible	Compatible	Compatible	Compatible	Compatible

Apple® Mac OS® Operating System

	Safari 5.0	Safari 4.0	Firefox (Final Release Channel)	Firefox 3.6	Chrome (Stable Channel)
Mac OS X 10.5 "Leopard®"	Compatible	Compatible	Compatible	Compatible	Compatible
Mac OS X 10.6 "Snow Leopard®"	Certified	Compatible	Certified	Compatible	Certified

Notes

- Blackboard strives to make all its products as accessible as possible. JAWS for Windows 11 and 12 were used during accessibility testing.
- Blackboard Learn requires the latest version of Sun JRE 6. The JRE can be downloaded from <http://java.sun.com/javase/download/index.jsp>
- **The following technologies are not supported:**
 - Internet Explorer 6 and Internet Explorer 7
 - Firefox 1.x, 2.0, 3.0 and 3.5
 - Safari 2.0, 3.x (or any version on Windows)
 - Mac OS X 10.4 "Tiger"
 - Java 5
- Internet Explorer 8 and Internet Explorer 9 are tested in Standards Mode. Some known issues can be resolved by using Compatibility Mode (*emulates IE7 behavior*).

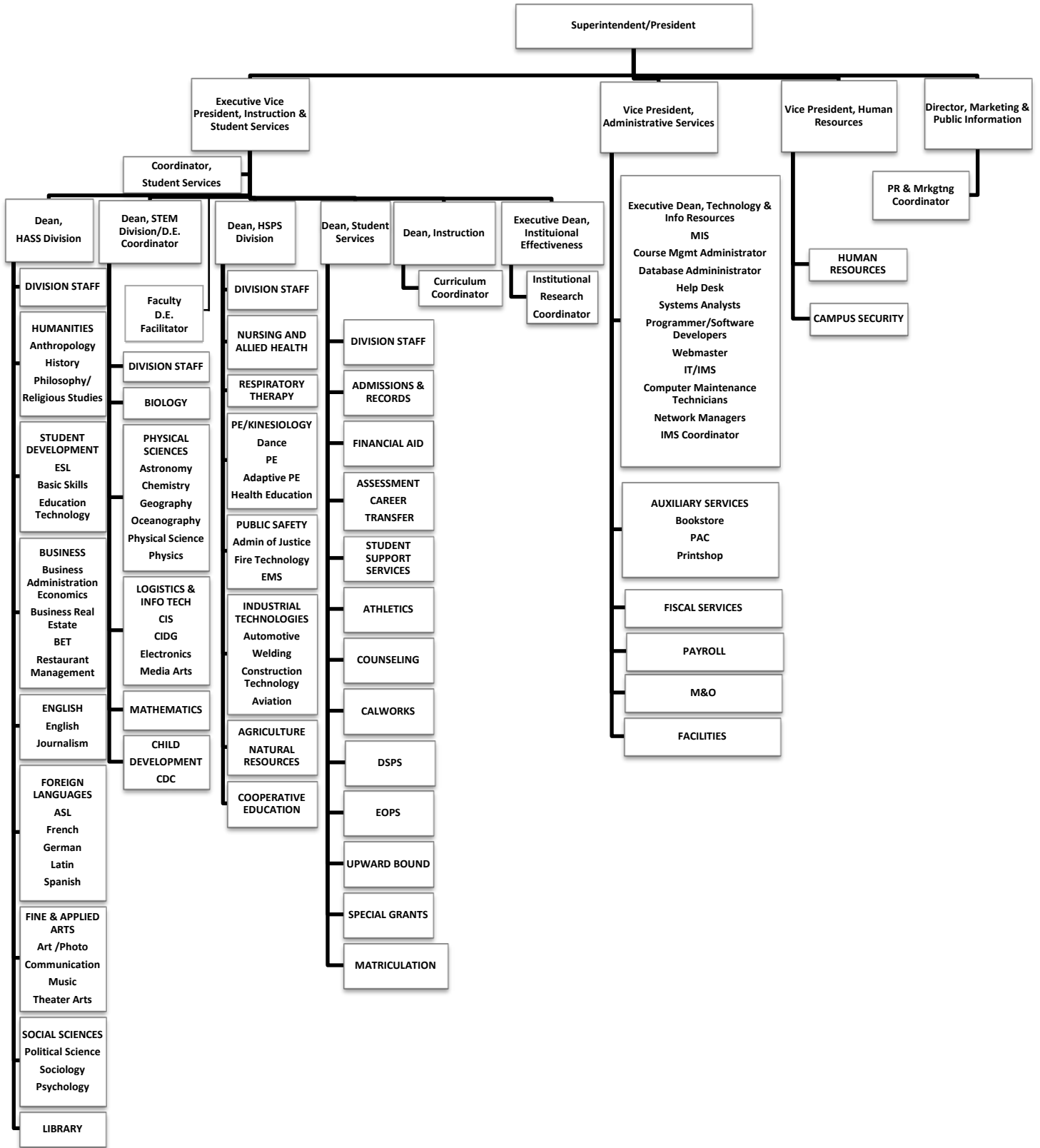
- Both Google Chrome and Mozilla Firefox have moved to a rapid release cycle. At the time of testing, Chrome 10.0 and Firefox 4.0 were the latest available versions. Since then, new stable versions have been released and widely adopted. Blackboard is supporting all newer stable versions of Chrome and Firefox.

Appendix N: Distance Education Class Size

Average Class Size in Distance Education Classes.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
Online	27.68	27.69	25.66	27.73	28.28	24.39
Hybrid	26.36	26.06	30.00	26.57	24.06	25.45
All	27.47	27.40	26.04	27.52	27.35	24.54

Appendix O: Victor Valley College 2012 Organizational Chart



Appendix P: Student Learning Outcome Assessment Form

VICTOR VALLEY COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: _____

Discipline/Program: _____

Course Number and Name: _____

Section number(s) _____

Onsite ___ **DE** ___ **Please check one***

Program Contact Person: _____ **Phone:** _____

Reviewed by: _____ **Date:** _____

Attach additional pages as necessary.

***Please use separate form for Distance Education and Onsite Classes**

Related ILO and/or GELO	Related PLO	Course Intended Outcomes	Date of Assessment Cycles	Methods of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
		1.				
		2.				
		3.				
		4.				
		5.				
		6.				

VICTOR VALLEY COLLEGE

Distance Education Plan 2012



VVC Distance Education Mission:

The Distance Education Program at Victor Valley College serves the district's expanding communities by supporting innovative applications of technology to create accessible, collaborative, and measurably effective learning opportunities for an increasingly diverse student population.

Prepared by the
Distance Education Advisory Task Force:
Richard Cerreto, Tracy Davis, Carol Delong, Lisa Ellis,
Mike McCracken, Khalid Rubayi, and Marc Skuster

February 2012

Table of Contents

Introduction	2
I. Distance Education Overview	3
II. Mission	3
III. Overall Distance Education Program Philosophy	4
IV. Distance Education Program Policies and Standards	5
V. Distance Education Administration and Organizational Structure	6
VI. Institutional Support Standards	7
VII. Program and Course Development and Quality	10
VIII. Faculty Issues, Readiness, and Professional Development	13
IX. Evaluation and Improvement of Distance Education	15
X. Distance Education Goals and Action Plans	16
Action Plans	
1. Distance Education Coordination and Leadership	17
2. Distance Education Institutional and Student Support	18
3. Distance Education Course and Program Quality and Development	21
4. Distance Education Faculty Training and Development	23
5. Distance Education Planning, Evaluation, and Improvement	24
Appendices	26
A. Best Practices Strategies to Promote Academic Integrity in Online Education	27
B. DE Coordinator Job Description and Responsibilities	32
C. DE Facilitator Job Description and Responsibilities	34
D. Standards of Conduct, BP 5500	35
E. Student Discipline Procedures AP 5520 (a)	37
F. Computer Use – Computer and Electronic Communication Systems AP 3720 (a)	47
G. Data on Distance Education at Victor Valley College	54
H. Academic Freedom , BP 4030	58
I. Academic Freedom, California Code Regulations Administrative Code, Title 5 section 51023	59

Victor Valley College - Distance Education Plan 2012

Introduction:

The Victor Valley College Distance Education Plan 2012 has been drafted by the faculty Distance Education Advisory Task Force (DEATF) at the request of the Dean of Instruction for the purpose of organizing and guiding improvement and development activities for the delivery of instruction and student services by distance education. The plan is a response to faculty recognition of the need for improvement in access, learning, and success of Distance Education (DE) students and for improvement in the institution's management and support of distance education. Moreover, the plan is intended to coordinate the college's response to the following recommendation issued by the Accrediting Commission for Community and Junior Colleges on the basis of the 2011 Victor Valley College Self Study Report and the evaluation team report:

Recommendation 5:

In order to meet the Standards, the College should examine and provide evidence that appropriate leadership ensures the accessibility, quality and eligibility of online and hybrid courses and programs and that such programs demonstrate that all services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. (IIA, IIB, IVA1)

The Distance Education Plan 2012 is designed to initiate improvement planning in five areas that are critical for addressing acknowledged DE deficiencies improving student learning, and implementing an effective response to the above recommendation of the ACCJC. The five areas are as follows:

1. Management and Coordination of Distance Education and Distance Education Technical Support
2. Institutional and Student Support for Distance Education
3. Distance Education Course and Program Quality and Development
4. Professional Development and Readiness Training for Distance Education Faculty
5. Processes and Procedures for Distance Education Evaluation and Improvement

The DEATF has developed the VVC DE Plan 2012 in consultation with Vice President of Instruction, the Dean of Instruction, the Interim Dean of STEM, the Academic Senate, and the VVC Faculty Association, but its implementation is the joint responsibility of administrators, faculty leaders and organizations, DE faculty, and student and campus support staff. The plan will be reviewed at least once each year by the Distance Education Committee (DEC). A report summarizing progress on implementation and recommendation for revision will be forwarded to the Vice President of Instruction and the College Council.

I. Distance Education Overview, Fall 2011:

Program Size: DE enrollments at VVC have increased by 24% over the last three years to 20% of total district enrollment for Fall 2010. During the same term a total of 277 or 18% of the district's sections were DE classes. Over the past three years 160 distinct courses in 31 different disciplines were offered by the method of DE. For detailed information about the characteristics and performance of DE students, please see Appendix G.

Platform: Blackboard 9.1 is the district's current course delivery platform. Moodle and publisher provided course management systems are also used by VVC faculty.

Leadership: Distance Education is under the purview of the Vice President of Instruction. The Interim Dean of STEM and the faculty Distance Education Facilitator co-coordinate DE at VVC, planning faculty on-line teaching readiness and staff development activities and monitoring compliance with state and accrediting commission guidelines. The faculty DE Facilitator receives 20% reassigned time and chairs the DEATF. The Online Help Desk is supervised by the Executive Dean of Technology and Information Resources.

Technical Support: Technical support for DE faculty and students is provided by the Help Desk staff, which includes two technicians and the Course Management System Administrator. The Help Desk hours are M-F 7:45 AM-9:30 PM and S 7:45 AM-3:30 PM.

Staff Development Coordinator: The DE Facilitator and DEATF, with the support of the Staff Development Coordinator and staff development funds, plan and present workshops for faculty that are designed to support the ongoing development of effective instruction.

II. Mission

In support of the mission of Victor Valley College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education, anytime, anywhere.

III. Overall Program Philosophy

Victor Valley College recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the district's growing and diverse student population. It is acknowledged that quality DE makes special demands on students, faculty, staff, and administrators and that all involved share responsibility for maintaining its effectiveness. However, Victor Valley College regards DE as integral to the district vision, mission, and goals and endorses and encourages the development, expansion, and improvement of DE methodologies throughout the district's instructional and student and campus support services and programs.

At Victor Valley College DE includes courses that are offered fully online and partially online (hybrid). When appropriate, traditional face-to-face course use of technology and use of broadcast technology (video conference site-to-site courses) are also considered

in this planning document. This document describes the philosophy and policies that govern the methodologies used to offer distance education courses at the college, while allowing for flexibility in the planning, development, and implementation of any such course offerings as technology and the college progress.

Definitions:

Hybrid

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced. This type of course may include email, chat, discussion boards, web pages, and other multimedia technologies.

Online or Internet Course

Online and Internet courses are web-based and completed entirely online. This type of course may include email, chat, discussion boards, web pages, and other multimedia technologies.

Web Enhanced

A Web-enhanced course is a traditional face-to-face course that uses an online or internet system to expand student learning beyond the boundaries of the classroom. Examples of this include: posting of syllabi and course materials, creation of asynchronous discussions, usage of online quizzes, grade books, communication, and assignment submission tools. Other tools may include email, chat, discussion boards, Web pages, and other multimedia technologies. The usage of these tools supplements instruction, and does not reduce seat time.

IV. Distance Education Program Policies and Standards

In order to maintain and improve the effectiveness of DE at VVC, it is essential to accept and consistently implement a set of standards for the management, support, development, delivery, and evaluation of all DE courses, programs, and services. The adoption of *DE Plan 2012* by College Council demonstrates that the standards defined in the remaining sections of this plan are recognized by the college administration, faculty, and staff to be necessary for facilitating and improving DE student success. Faculty members, as they develop courses that will be offered in fully or partially online methodologies, will be made aware of these standards and incorporate them into their instructional practices in order to facilitate students' successful completion of distance education courses.

For distance education to be successful, all constituencies involved must agree about their roles in distance education development, implementation and maintenance processes. Collaboration and consensus are essential to facilitate success, processes, and standards in a variety of distance education areas.

It is further acknowledged that in terms of pedagogy, distance education courses are no different from courses taught in the classroom; the mode of content delivery is the fundamental distinction. All procedures and policies outlined below recognize faculty academic freedom, presuppose student discipline procedures in place for onsite courses (and applied therefore to distance education courses), and adhere to the collective bargaining agreement provisions.

The remainder of *DE Plan 2012* outlines standards, goals, and action plans that are proposed for the implementation of improvements in the following five areas:

- Management and Coordination of Distance Education
- Institutional and Student Support
- Program and Course Quality and Development
- Faculty-Related Issues Including: Readiness Training and Professional Development
- Ongoing Evaluation and Improvement of Distance Education.

V. Distance Education Administration and Organizational Structure:

Vice President of Instruction:

The Vice President of Instruction oversees the distance education program and has final responsibility for ensuring the quality and reliability of institutional support for all instruction and services offered through distance education at the college

Distance Education Coordinator:

Under the supervision of the Vice President of Instruction, the DE Coordinator assists the Faculty Distance Education Facilitator in maintaining, expanding, and improving DE services to students and faculty. The DE Coordinator acts as liaison between state chancellor's office, the college and the distance education Facilitator and is responsible for maintaining accurate records for the Chancellor's Office and making sure that the college's DE courses, programs, and services are in compliance with all relevant ACCJC, ADA, and CCR Title 5 standards and regulations. The DE Coordinator supervises the Online Help Desk and is responsible for ensuring the quality and effectiveness of the services provided by the Help Desk staff to DE students and faculty. In addition, the DE Coordinator develops, submits, and manages the annual DE budget; develops and maintains the DE portal; consults with the DE Facilitator and DEC on

overall DE planning; and compiles and presents to the district board an annual report on all DE activity at the college (see Appendix B for job description).

Faculty Distance Education Facilitator:

The Faculty DE Facilitator is appointed by the Vice President of Instruction and shall receive a minimum of 60% reassigned time. The Faculty Distance Education Facilitator is responsible for DE planning and professional development, assists faculty in the development and improvement of DE courses and programs, and consults with and advises the college community and its constituencies and leadership on DE related matters. The Faculty DE Facilitator acts as a liaison between faculty and administration for distance education matters; and creates plans for faculty development and other quality related areas of Distance Education. The DE Facilitator chairs the Distance Education Committee and reports directly to the VPI (see Appendix C for job description).

Technology Committee

This committee is a college-wide committee. Members include representatives from all campus constituencies and Instructional Media Services, the Director of IT, and the Distance Education Coordinator. The committee monitors the adequacy of the technology platform to support instruction and staff, and recommends policies and procedures regarding campus technologies to the appropriate administrator and College Council (see AP 1201: Shared Governance Structure).

Distance Education Committee:

The DEC is a shared governance committee comprised of the Distance Education Facilitator, who is also the chair of the committee, three (3) faculty appointed by the Academic Senate, one faculty (1) appointed by the Faculty Association, the Distance Education Coordinator (manager), the platform (currently Blackboard) administrator or a Help Desk designee (CSEA), and one student appointed by the ASB president.

DEC Charge: The Distance Education Committee makes collaborative decisions and recommendations for maintaining and improving the quality of all aspects of distance education. The DEC reports to College Council. Specific committee responsibilities include the following:

- Assist and advise the DE Facilitator in planning and coordinating distance education training
- Reviews online services for students and faculty and makes recommendations for additions and improvements as needed to the appropriate administrator and to College Council.
- Monitors progress on implementation of the college Distance Education Plan and updates this plan as needed, but not less than once per year

- Consults with the Curriculum Committee in matters involving distance education course and program approval procedures.
- Reviews the Distance Education Coordinator's annual Title V mandated report of all distance education activities to the Board of Trustees, and makes recommendations

VI. Institutional Support Standards

The effectiveness of Distance Education at VVC depends on consistent and high quality technical, administrative, and operational support for DE faculty and students. The adoption of DE Plan 2012 by College Council demonstrates that faculty, administration, and staff acknowledge the standards stated below are critical for delivering effective distance education classes, programs, and services that fulfill the mission of the VVC district by promoting student access, progress, learning, and success.

1. General Support

- The district guarantees sufficient funding for a stable and educationally effective DE infrastructure, including a course management system that meets instructional and learning needs and a sufficient number of dedicated and appropriately trained staff to manage this system.
- The district provides continual on-call technical monitoring for all systems related to the delivery of DE classes, programs, and services.
- DE students and faculty receive a minimum of two weeks prior notification for all scheduled service interruptions and immediate 24/7 emergency notification of unscheduled interruptions.
- The timing of any platform upgrade requires the approval of the DE Facilitator. Unless critical for system viability, any upgrade will take place outside of the instructional terms and at times of lowest need for access by DE faculty, students, and staff.
- The district allocates staff and resources for the creation and ongoing updating of a DE portal that provides access to all online and hybrid classes, online student support services, technical assistance, course management system help information, schedule and registration services, faculty resources, technical issue reporting, and other related information and services.
- The annual DE budget includes sufficient funds for equipment, software, and DE platform enhancements, as requested by DEC.

- The Research Office produces an annual DE Fact Book, a comprehensive annual report of longitudinal DE data that includes student demographics, courses offered, section counts, curricular distribution, comparative retention and success rates, and other information regarding the scope and quality of DE at VVC.

2. Faculty Support

- Staff responsible for administration of the course management system adhere to a published procedure and schedule, developed in consultation with the DEC and Academic Senate, for term-to-term class set up, copying, and cartridge implementation.
- The administration and the Academic Senate provide expert DE course development training and support in all areas that involve issues of compliance, including accreditation standards, accessibility requirements, and Title 5 regulations.
- The district provides or funds appropriate technical and pedagogical training for all DE faculty.
- Qualified new DE faculty receive an orientation to DE at VVC.

3. Student Support:

- The District provides DE students with an array of support resources and services that are comparable in scope and accessibility to those provided for its on-campus population. Services include enrollment, orientation, advisement, tutoring, and other support services designed to foster DE student success.
- The District provides a web-based degree audit system that permits DE students to access information about graduation and major requirements for their degree completion goals.
- A suite of tutorials explaining and demonstrating the use of Blackboard functions and tools (My Grades, Discussion Board, Email, Messages, Login, Personal Information, etc.) are available within the DE portal. Tutorials will be updated *prior to* each platform upgrade.
- Frequently Asked Questions are available and updated regularly by the DEC to inform students about basic features and technical requirements of DE classes.
- The Online Student Readiness Assessment is configured to generate useful data on student preparedness and is linked to resources that provide

additional information about distance learning and assist students in preparing themselves to succeed in DE classes.

- In each DE class, the student “Homepage” (currently Blackboard’s “My VVC”) will include a module that provides instructions for using Blackboard tools and functions.
- The class schedule in WebAdvisor identifies each online, hybrid, and Web-enhanced section.
- Procedures and a standard for proctored testing are published to enhance consistency across disciplines, and DE classes that require proctored testing are identified in the class schedule and WebAdvisor.
- Face-to-face and online New DE Student Orientations are offered throughout the year.
- In order to facilitate communication between DE students, instructors, and student support services staff, the district will implement and require use of a student email system.

VII. Program and Course Development and Quality

The Role of the Curriculum Committee

The Curriculum Committee uses standardized course outlines (at this time, via CurricUNET) that contain the option for distance education in course content delivery:

- A single Course Outline of Record (COR) applies to each onsite and DE class offered at VVC.
- For any course to be delivered by DE, a DE addendum must be approved according to VVC curriculum standards.
- The Curriculum Committee verifies that the DE section of the COR meets CCR Title 5 requirements for regular and effective contact and for accessibility.
- Unless mutually agreed upon by the Office of Instruction and the individual faculty member, DE class size will conform to the maximum enrollment indicated in the agreement between the VVC Faculty Association and the VVC District.

Teaching and Learning Standards

The following standards of quality support the development and delivery of effective DE courses that serve student needs and effectively promote student learning and success. These standards apply across instructional programs to all classes offered by distance education.

General Standards

- Contingent upon contract negotiations, all new DE classes must be delivered by means of a single formally adopted course management system (currently Blackboard).
- Once enrolled in a distance education course, students are expected to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge, just as they would in a ‘traditional’ onsite course.
- All formally approved course learning outcomes will be clearly presented within the syllabus of each DE section and will not differ in content from those presented in the syllabus of a traditional onsite section of the same course. The course outline of record will apply to both online and onsite classes.
- Courses will maximize the opportunities for regular and effective interaction between teacher and students, among students, and between students and the course content. Instructors and students share responsibility for initiating communication activities within courses.
- DE courses will provide opportunities for active learning that allow students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge just as they would in a traditional onsite course.
- Distance education courses should have clear, consistent, and easily accessed directions and due dates for assignments.
- Course content, following the approved course outline of record, should be delivered as the instructor of record determines, within the responsible guidelines of academic freedom, just as in a traditional onsite course. Academic Freedom consists of free discussion in the online classroom, excludes all blocking or censorship of any Website used in course content and delivery, and permits the uncensored/unblocked posting of relevant documents, images and other media used to enhance and facilitate the student learning process (References: VVC BP 4030; VVC Academic Senate Resolution, “Academic Freedom & Censorship,” 10-1-09; CCR Title 5 Section 51023; Accreditation Standard II.A.7).
- Any special testing (i.e., proctoring) requirements for a DE class will be clearly described for students in the class schedule and WebAdvisor before registration. In the case of fully online courses, proctored testing will not require the student to come to the Victor Valley College campus.
- Use of a variety of content-appropriate presentation methods is recommended to address students’ multiple learning styles.
- Assessment methods will be relevant to the activities, reading assignments and other learning materials presented in the course just as they would in a ‘traditional’ onsite course.
- Instructor feedback on student assignments and questions will be constructive and provided in a timely manner. Each instructor will publish the anticipated

turnaround time, as determined by the course content and responsible guidelines of academic freedom.

- A policy addressing the subject of technical issues will be communicated in the class syllabus. This refers to problems that may be caused by the institution as well as those that may be a result of the students' technical failures. No instructor will be forced to accept late work due to students' technical ignorance, failures, or ethical violations. All instructors have the right to determine the policy regarding late work that is in effect for their courses, just as they would in a traditional onsite course.
- Faculty will post cheating and plagiarism policies in the online syllabus and may choose to incorporate assessment and evaluation practices designed to support student integrity from the WCET "Best Practice Strategies to Promote Academic Integrity in Online Education" (see Appendix A).

Course Media and Materials Standards

- Instructors will make every effort to make sure that all external links and internal functionality are fully operational when each course begins, with appropriate technical support from the institution.
- The instructor of record possesses the sole responsibility and authority for making a DE class available to enrolled students. The Help Desk is not authorized to permit student access to a DE class without explicit permission from the instructor.
- Any publisher provided content, if used, will be integrated appropriately with instructor prepared content. Distance education instructors are expected to be fully acquainted with any publisher content made available to their students and to guarantee the appropriateness of this content to the class in which it is published.
- Curriculum standards, including those for writing and other course requirements, apply equally to both online and 'traditional' onsite sections of a course.

Accessibility Standards

- DE courses will provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact. Use of all web based media will conform to accessibility standards as outlined in *Distance Education Accessibility Guidelines for Students with Disabilities* (CCC DE Accessibility Guidelines Task Force, January 2011).

- Instructors will provide complete and comprehensive instructions for every task the student has to perform in a distance education course, including taking tests and quizzes, posting contributions to the on-line discussion, downloading files/software, and finding supplementary reading.
- DE students will be able to access an array of support resources and services that are comparable to those offered on campus. Services include enrollment, orientation, advisement, tutoring, and other support services designed to foster DE student success.

Privacy and Protection Standards

- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, each DE student will be required to formally accept the college's Student Conduct Board Policy (BP 5500), Student Discipline procedure (AP 5520), and acceptable use procedures for technology (AP 3720). Acceptance will be recorded electronically and will be required for access to each DE class in which a student is enrolled. (See Appendices D, E, and F.)
- Procedures will be in place to ensure that the student who is registered for a class is the student who does the work and receives the grade or credit for the class. These procedures will include a student login with a unique username and password, as well as acceptance of the district policies indicated in the previous bulleted item.
- Faculty will be advised to create and maintain updated offline copies of grade book content, in case of technical failure.

VIII. Faculty Issues, Readiness, and Professional Development

Informing DE Plan 2012 is the assumption that faculty will be allowed to grow into distance education at their own pace and comfort level. No faculty member will be admonished for not offering distance education courses, or forced to convert courses to the online environment. All current faculty members are given the opportunity and support to offer DE courses. Retired faculty members are encouraged to develop online courses and/or continue to teach the online courses that are appropriate and expedient for the department and division.

Workload Issues:

Full-time faculty will be able to teach a percentage of their annual load online as outlined in agreement between the Faculty Association and the District.

Class Size:

Online and hybrid class size is set at 30 per the agreement between the Faculty Association and the District.

Online Office Hours:

Office hours for online instructors may be conducted at the same ratio of course hours to office hours as face-to-face courses as prescribed in the agreement between the Faculty Association and the District. Faculty does not have to be on campus to conduct online office hours. When instructors teach online and face-to-face, faculty may consider offering online and face-to-face office hours to all students whether they are face-to-face or online.

Any changes in working conditions, teaching load, faculty DE teaching readiness and compensation, as well as any changes and/or additions to the contract language in Article 13: Online Instruction and Compensation, in the *Victor Valley Community College District Agreement between the Victor Valley Community College District and the Victor Valley College Faculty Association, California Teachers' Association, Chapter 1169, CCA/NEA* must be bargained, ratified by faculty, and approved by the VVC Board of Trustees.

Readiness Criteria for Faculty Teaching in the Distance Education Program:

Given that experienced DE faculty tend to have lower attrition rates than faculty who have little experience and training, the following faculty readiness procedures are proposed for implementation in the Fall 2012 semester.

1. New faculty teaching distance education courses, or faculty currently teaching distance education classes that have not already completed a distance education training program, will be required to complete a basic training program as defined and approved by the Distance Education Committee.
2. Experienced online instructors from other institutions must have a certificate of completion in online teaching from a reliable institution approved by the DEC and attend a 4 hour Victor Valley College Online Orientation to review core values, and regular and effective student contact requirements.

Implementation of the above faculty readiness requirements is contingent upon successful completion of Online Instruction and Compensation bargaining between VVCFA and the District.

The Distance Education Facilitator is responsible for scheduling and conducting on a regular basis, but not less than once each term, a new DE faculty training program and a VVC Online Orientation for experienced DE instructors who are new to the VVC

district. Training and orientation will be conducted using the currently adopted district course delivery system.

Professional Development

The DE Facilitator, in consultation with the Staff Development Coordinator, is responsible for developing and organizing an annual schedule of Professional Development activities for DE faculty. The following activities will be included in each annual schedule:

- One set of custom workshops delivered by Blackboard Consulting, or training personnel representing the current district platform.
- Two faculty-led workshops showcasing effective instructional practice, applications of tools or innovations in DE course or program design.
- Webinars (as available) conducted by DE-related developers and organizations to highlight new DE technologies or instructional applications.

As recommended by the DEC, the Staff Development Coordinator will set aside an appropriate percentage of Staff Development funds to support participation of district DE faculty in DE conferences and other relevant off-campus activities.

IX. Evaluation and Improvement of DE

Distance Education is integrated into district wide processes for planning, evaluation, allocation, and improvement. The DE Coordinator, DE Facilitator, and DEC are jointly responsible for implementing the following planning, evaluation, and improvement procedures for DE.

DE Plan

- Developed by the DE Facilitator in consultation with the DEC and with the assistance of the DE Coordinator
- Incorporates data on the scope and performance of DE at the college, improvement goals, and action plans
- Approved by Academic Senate, College Council, and President's Cabinet
- Reviewed and updated annually by the DE Facilitator and DEC

Program Review

- Instructional and Student Support program reviews incorporate program-level evaluation, planning, and budget development for DE.
- The DE Coordinator is responsible for completing a DE program review for the purpose of evaluation, planning, and budget development for DE institutional support services.

Annual Report

- The DE Coordinator compiles an annual report on all district DE activity and is responsible for submitting this report to the Board of Trustees by August of each year.
- The Annual Report incorporates data on DE performance and incorporates the most recently updated DE Plan.
- Following submission to the district board, the Annual Report is published on the DE portal and on the Planning Webpage of the Office of Institutional Effectiveness.

X. DE Goals and Action Plans

This section of the Distance Education Plan is the roadmap for program implementation and includes several action plans that are tied to the goals listed below. Each action plan targets one of the following areas: DE leadership and coordination; institutional and student support; course and program quality and development; faculty professional development and readiness training; and processes for evaluation and improvement.

Goals:

1. Establish a structure for the effective management and coordination of Distance Education under the Vice President of Instruction, including formal definitions and assignment of authority and responsibility for DE supervision and leadership.
2. Adopt and implement minimum district standards for campus and student services support for DE faculty and students.
3. Develop, adopt, and implement standards for the expansion of DE at the college and for maintaining and improving the quality of DE courses and programs.
4. Provide faculty readiness training and professional development opportunities for faculty interested in developing distance education courses that address both the pedagogy and technical components of distance education.
5. Develop procedures by means of which to integrate DE into the college's planning, evaluation, and improvement systems.

Distance Education Action Plans:

1. Coordination and Leadership
2. Institutional and Student Support
3. Course and Program Quality and Development
4. Faculty Training and Development
5. Planning, Evaluation, and Improvement

1. Distance Education Coordination and Leadership Action Plan

Goal: Establish a structure for the effective management and coordination of Distance Education under the Vice President of Instruction, including formal definitions of authority and responsibility for DE supervision and leadership.

Objectives	Activities	Responsible	Date
1. Establish effective structure for administrative coordination of DE.	<ul style="list-style-type: none"> • Approve DE Coordinator job description. • Revise district organization chart to include DE reporting and supervision framework. • Appoint/hire Coordinator. • Revise AP 1201 to include the DE Coordinator membership on shared governance Committees (Technology, DEC). • Create a separate budget code and budget development procedure for direct DE personnel, equipment, software, and other costs. 	<ul style="list-style-type: none"> • Cabinet • College Council • Administrative Services 	Spring/Fall 2012
2. Redefine the DE Facilitator position to match the DE needs and goals.	<ul style="list-style-type: none"> • Revise and approve areas of responsibility • Increase reassigned time to 60% 	<ul style="list-style-type: none"> • VPI 	Fall 2012
3. Create a shared governance committee to oversee the performance and improvement of DE and make recommendations regarding district DE policies and procedures.	<ul style="list-style-type: none"> • Approve Revised AP 1201 to include the shared governance DEC and charge. • Appoint DEC membership as defined by revised AP 1201 	<ul style="list-style-type: none"> • College Council • AS, CSEA, VVCFA, ASB 	Spring/Fall 2012

2. Distance Education Institutional and Student Support Action Plan

Goal: Adopt and implement minimum district standards for campus and student services support for DE faculty and students.

Objectives	Activities	Responsible	Date
1. Provide alternative to required on-site (Accuplacer) English, reading and math Assessment	<ul style="list-style-type: none"> • Offer proctor service at offsite locations that can be integrated with Datatel and WebAdvisor for placement of DE students who choose not to complete assessment on-site 	<ul style="list-style-type: none"> • Admissions and Records • Assessment Department • Web Master • MIS 	Fall 2012
2. Support DE students by offering advising via email and phone correspondences with VVC counselors.	<ul style="list-style-type: none"> • Assign primary contact responsibility for DE student advising to one member of counseling department. • Develop procedures for distribution of response to DE student request to all counselors. 	<ul style="list-style-type: none"> • Counseling Department 	Fall 2012
3. Offer web-based, self-guided advisement	<ul style="list-style-type: none"> • Link to Datatel interface for degree audit so that student can determine course options for graduation with Associate degrees • Provide online access to information about graduation and major requirements for students' degree completion goals. 	<ul style="list-style-type: none"> • Student Services Committee • MIS • Dean of Student Services • Admissions and Records Dept. • Graduation Requirements Committee • Counseling Dept. 	Fall 2012
4. Readily display web resources for math and other subjects for practice or improvement	<ul style="list-style-type: none"> • Link DE students to YouTube-based tools and other sites that offer supplemental course content demonstrations 	<ul style="list-style-type: none"> • Math Dept. • STEM Division • Math Lab • Web Master 	Fall 2012
5. Provide academic support to DE students	<ul style="list-style-type: none"> • Develop 24/7 remote tutoring service for DE 	<ul style="list-style-type: none"> • Dean of Student 	Fall 2012

	students	Services	
6. Improve student readiness for DE	<ul style="list-style-type: none"> • Schedule face-to-face and online orientations for new DE Student throughout the year. • Develop and implement a student DE readiness assessment and skill development tool that is integrated with existing entry assessment procedures and linked to resources for improving student readiness. • Develop and post on all student Blackboard homepages a module with instructions for platform functions and tools. 	<ul style="list-style-type: none"> • Counseling Dept. • DEC, Admissions and Records • Platform Administrator, Help Desk 	Fall 2012
7. Consolidate and publish online resource center for DE faculty and students.	<ul style="list-style-type: none"> • Publish organized links and resources for DE students, including registration information, DE FAQs, student services, technical support, and Blackboard tutorials. • Create online faculty resource page that includes DE policies and procedures, Blackboard instructions, support and tutorials, Webinars, WebAdvisor, and links to additional resources. 	<ul style="list-style-type: none"> • DE Facilitator • WebMaster 	Fall 2012
8. Improve district compliance with accessibility standards for DE.	<ul style="list-style-type: none"> • Draft and approve a new AP detailing accessibility requirement for DE and formalizing district adoption of these requirements. • Develop and regularly schedule DE faculty training workshops on implementation of accessibility standards in DE classes. 	<ul style="list-style-type: none"> • DEC, College Council • DE Coordinator, DE Facilitator 	Fall 2012
9. Improve the effectiveness of communication with DE students regarding registration processes.	<ul style="list-style-type: none"> • Publish definitions of and update FAQs for online, hybrid, and Web-enhanced classes in the printed class schedule and WebAdvisor. • Incorporate in the printed class schedule an icon or other indication for each DE class that is online, hybrid, or Web-enhanced. • Implement a district student email system. 	<ul style="list-style-type: none"> • Admissions and Records, Instruction. • IT 	Fall 2012
10. Improve the consistency across disciplines of DE testing procedures.	<ul style="list-style-type: none"> • Develop, approve, and publish standards and forms for proctored testing. • Create a dedicated proctored testing center on campus. 	<ul style="list-style-type: none"> • Academic Senate • Instruction 	Spring/Fall 2012

11. Develop and implement procedures for improving Help Desk support of DE faculty.	<ul style="list-style-type: none"> • Create and publish a procedure and schedule for term-to-term DE class set-up and rollover. • Develop procedures for course cartridge importation requests. • Create notification and scheduling standards for platform upgrades and service outages. • Transfer administrative supervision of the Help Desk from IT to Instruction. • Ensure that all Help Desk staff have sufficient training to assist faculty, including at least two staff who serve as platform co-administrators. 	<ul style="list-style-type: none"> • DEC, DE Coordinator, Help Desk 	Fall 2012
12. Improve district monitoring of technical systems required for the delivery of DE class, programs, and services.	<ul style="list-style-type: none"> • Establish a procedure for reporting system issues and outages. • Create a staffing structure that assigns to specific staff the responsibility for 24/7 response to and resolution of system interruptions. • Develop a procedure for ongoing communication between technical staff and DE students and faculty for the duration of a system outage. 	<ul style="list-style-type: none"> • DE Coordinator, VPAS, DTIR 	Spring/Fall 2012

3. Distance Education Course and Program Quality and Development Action Plan

Goal: Develop, adopt, and implement standards for the expansion of DE at the college and for maintaining and improving the quality of DE courses and programs.

Objectives	Activities	Responsible	Date
1. Facilitate Instructional Quality Control.	<ul style="list-style-type: none"> • Curriculum Committee Review of Online Courses and Designations • Develop appropriate review and evaluation tools and processes: <ul style="list-style-type: none"> • Curriculum Workshops • Staff Development Workshops 	<ul style="list-style-type: none"> • DE Facilitator • Curriculum Chair • Academic Senate President or designee 	Ongoing

2. Facilitate Information for VVC Administrators on DE Development, Guidelines, and Effective Practices.	<ul style="list-style-type: none"> • Distribution of DE Master Plan • Cabinet Presentation • College Council Presentation • College In-Service Day Presentation 	<ul style="list-style-type: none"> • DE Coordinator • DE Facilitator • DEC 	Ongoing
3. Facilitate Student Support Services.	<ul style="list-style-type: none"> • Create a list of online support services needed 	<ul style="list-style-type: none"> • DE Coordinator • Dean of Student Services 	Spring 2012
4. Enhance student protection, privacy, and integrity.	<ul style="list-style-type: none"> • Develop a process requiring each DE student to formally accept the college's Student Conduct Board Policy (BP 5500), Student Discipline procedure (AP 5520), and acceptable use procedures for technology (AP 3720) as a condition for access to DE classes. • Recommend faculty use of WCET <i>Best Practice Strategies to Promote Academic Integrity in Online Education</i>. 	<ul style="list-style-type: none"> • Webmaster • Academic Senate, DEC 	Fall 2012
5. Provide Access to Training for DE Instructors.	<ul style="list-style-type: none"> • Develop DE Teaching and Learning Program • Instructional Technology Workshops; Blackboard (or current platform) training; cohort training 	<ul style="list-style-type: none"> • DE Facilitator • Staff Development Coordinator 	Ongoing
6. Develop authorized DE support for student progress in program completion.	<ul style="list-style-type: none"> • Conduct a DE curriculum audit to determine the scope of current opportunities for program completion with the support of DE classes. • Complete the ACCJC approval procedure for the substantive change of offering programs that consist of more than 50% DE courses. • Develop fully online degree and certificate programs 	<ul style="list-style-type: none"> • DE Coordinator • DE Facilitator • Curriculum Committee 	Ongoing Spring 2012
7. Improve consistency of DE instructional practice across disciplines.	<ul style="list-style-type: none"> • Develop and publish recommendations for best instructional practices, including publication of SLOs, class cheating/plagiarism policies, instructor responsibilities for active class monitoring, policies for technical issues, practices regarding student drops, and turnaround time. • Develop a district proctored test procedure and 	<ul style="list-style-type: none"> • DEC, Senate 	Fall 2012

	standard.		
8. Standardize DE delivery.	<ul style="list-style-type: none"> • Adopt revised contract language regarding use of a single standard platform for all DE classes. • Develop and implement a procedure for the transition of all DE instructors and classes to the standard district platform 	<ul style="list-style-type: none"> • District, VVCFA • DEC 	Fall 2012

4. Distance Education Faculty Training and Development Action Plan

Goal: Provide faculty readiness training and professional development opportunities for faculty interested in developing distance education courses that address both the pedagogy and technical components of distance education.

Objectives	Activities	Responsible	Date
1. Establish procedures for ensuring the readiness of new DE instructors.	<ul style="list-style-type: none"> • Develop and deliver a DE teaching orientation for new instructors at VVC. • Compile and publish a list of current Distance Education Classes that meet the requirement for new DE instructors as listed in Readiness Criteria (p. 14-16) 	<ul style="list-style-type: none"> • DE Facilitator • DEAC • District and VVCFA 	Spring/Fall 2012 Fall 2012
2. Establish an annual professional development program for experienced DE instructors.	<ul style="list-style-type: none"> • Blackboard Workshops- Faculty to Faculty, twice each semester. • Blackboard Training from BB personnel for Instructors and Help Desk personnel (once a semester). • Best Distance Education Teaching Practices Workshops (twice each semester). 	<ul style="list-style-type: none"> • DE Facilitator • DE Facilitator, DE Coordinator • DE Facilitator, SD Coordinator 	Ongoing
3. Expand and improve technical support staff training.	<ul style="list-style-type: none"> • Train at least one additional Help Desk staff person to serve as a platform co-administrator. • Blackboard Training from BB personnel for Instructors and Help Desk personnel (once a semester) 	<ul style="list-style-type: none"> • DE Coordinator 	Spring/Fall 2012

5. Distance Education Planning, Evaluation, and Improvement Action Plan

Goal: Develop procedures by means of which to integrated DE into the college's planning, evaluation, and improvement systems.

Objectives	Activities	Responsible	Date
1. Compile comprehensive data on DE activity at VVC.	<ul style="list-style-type: none"> • Publish annual DE Fact Book: demographics, enrollments, retention, and successful class completion. • Establish process for review and analysis of data and development of improvement goals. • Complete and submit annual report on DE activity to the Board of Trustees. 	<ul style="list-style-type: none"> • IR • DEC • DE Coordinator 	Fall 2012
2. Develop procedures and instruments for assessing effectiveness of classes, programs, and services for DE students: Information, student readiness assessment, Online Advising, Online Orientation, Online tutoring.	<ul style="list-style-type: none"> • Create and distribute student survey for evaluating the effectiveness of DE class organization and design, DE technology, and technical support. • Define a process for reviewing student survey results and developing recommendations for improvement. • Review current services available to DE students and identify specific student service areas for development and/or expansion: Online tutoring, Student Email, Online Orientation, Online Readiness Assessment and Referral, Online Advising. 	<ul style="list-style-type: none"> • Academic Senate • DEC • Student Services Committee 	Fall 2012
3. Integrate DE planning and budget development into Program Review	<ul style="list-style-type: none"> • Revise Instructional Program Template to include DE Fact Book data; checklist for assessing DE class and program quality; class evaluation survey results; and DE-related budget fiscal, technical, and human resource needs. • Create a Program Review addendum for DE related student services departments or programs that includes relevant DE Fact Book data; a summary of students and faculty served, assessment of service quality, student and faculty evaluation survey results, and DE-related fiscal, 	<ul style="list-style-type: none"> • Program Review Committee • Dean of Student Services, Dean of TIR • College 	Fall 2012

	<p>technical, and human resource needs.</p> <ul style="list-style-type: none"> • Revise AP 1202 Implementing Institutional Effectiveness to include review of PR reports by the DEC for evaluation of DE effectiveness and recommended planning priorities. 	Council	
4. Evaluate and improve DE instructor support.	<ul style="list-style-type: none"> • Create and distribute an annual professional development needs assessment survey for DE faculty and use the results to develop a formal schedule of DE faculty development workshops and activities. • Create and administer an instrument for faculty evaluation of district DE technology and technical support and define a process for reporting the results and developing recommendations and plans for improvement. 	<ul style="list-style-type: none"> • DE Facilitator, Staff Development Coordinator • DEC 	Fall 2012
5. Support the improvement of DE class quality.	<ul style="list-style-type: none"> • Develop DE class checklist for faculty evaluation of online and hybrid class organization and design in accordance with accepted standards for DE teaching. • Distribute an instrument for the student evaluation of online class quality to be administered individually by DE faculty. 	<ul style="list-style-type: none"> • DEC • OPC 	Fall 2012

APPENDICES

Appendix A

Best Practice Strategies to Promote Academic Integrity in Online Education Version 2.0, June 2009

This list of best practice strategies is based on “Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” produced by WCET in February 2009 and updated in April 2009. In May 2009, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

Institutional Context and Commitment

Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.

Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.

Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.

Include ethics instruction within the core curriculum and/or area-specific within degree plans.

Address academic integrity at student orientation programs and events.

Encourage faculty to report every suspected violation and act upon it.

Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

Curriculum and Instruction

State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.

Require student engagement with the academic integrity policy. For example:

Ask students for their input on how to create a 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 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 a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).

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 the paper and ask the student to restate/rewrite the information.

Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.

Include an ethical decision-making case study within the course.

Faculty Support

Incorporate academic integrity strategies into professional development and faculty training offerings.

Publish academic integrity strategies and policies in faculty handbook and Web-based faculty resources.

Publish guidelines for handling/reporting individual student infractions.

Assign a department academic integrity liaison to Support faculty.

Use a plagiarism detection service.

Use Google to search for a unique text string or unique phrase from the paper.

Keep student papers filed in the department by topic for reference.

Student Support

Define academic integrity and cheating and clearly explain what is considered dishonest and unacceptable behavior.

Provide information and examples to help students understand the difference between collaboration on assignments and cheating, and identify plagiarism. Teach the proper use of citations.

State how much collaboration is permissible on each assignment.

State what the instructor's expectations are for the students and explain what they should expect from the instructor. For example:

Include a statement in the syllabus encouraging honest work.

Repeat the campus academic integrity statement and provide a link to campus policies.

Describe academic dishonesty

Describe the repercussions for academic dishonesty.

Describe permissible and impermissible collaboration.

Include outside links to information on plagiarism, self-tests and examples.

Include information on acceptable sources.

Include information about the college's writing center, library or other support.

Provide a writing style sheet or handbook with information on plagiarism and campus policies.

Indicate assessments may require follow-up documentation, questions or assignments.

State expectations for the time needed to complete coursework.

State whether the instructor/college will use a plagiarism detection service.

Assessment and Evaluation

Provide rubrics, or detailed grading criteria, for every assignment at the beginning of the course so students understand how they will be graded.

Train faculty on ways to use the settings on the college's learning management system to reduce cheating:

Use a test bank with more questions than will be used on any particular test and have the learning management system pull a smaller number of questions from the test bank

Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be "a" for one student and "b" for another.

Require forced completion on exams so students cannot re-enter a test.

Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week.

Setting a completion time reduces a student's ability to access the test, look up the answer, and re-enter the test. Most test-taking software applications keep track of time on the server, not on the student's computer.

Password protect exams.

Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else).

Use a Web browser lock-down service during testing.

Check the computer "properties" for the "creation date" and "author" for essay or term paper submissions if students are suspected of submitting work created by someone else.

Clarify that students with disabilities and requesting testing accommodations (extended time for completion of examinations and quizzes) must identify themselves to the college's office of disabilities and provide appropriate documentation.

Change test items and assignment topics each semester.

Emphasize assignments that require written work and problem solving (e.g., essays, papers, online discussions).

Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).

Adopt the following practices to encourage authentic written work:

Require students to turn in copies of reference articles with cited text highlighted.

Require annotated bibliographies.

Do not allow last minute changes in assignment topics.

Require specific references be used (this might be the course text).

Require an abstract.

Give narrow assignment topics (tied into class experience) and require thesis statements prior to topic approval.

Require students to turn in a draft, and their bibliography or references prior to the paper's due date.

Require students to write a concept paper and project plan prior to completing an assignment.

Evaluate the research process and the product.

After an assignment is due, have students post in the discussion board, describing the assignment and the research method used, a summary of conclusions and an abstract (a meta-learning essay).

When evaluating student written work, consider following these practices:

Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.

Look for whether a paper reflects the assignment, has changes in tense, includes odd sentences within a well-written paper, is based on references older than three years, refers to past events as current, or uses jargon.

Compare student writing on the discussion board with that on assignments and papers. A writing sample collected at the start of the semester can be helpful.

Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level.

Check references; compare quotations with cited sources; look for the same author in multiple references.

Read all papers on the same topic together.

Make assignments cumulative (students turn in parts of a project or paper throughout the semester).

Give open book exams.

Other than grades, do not provide students feedback on tests until all of the students in the class have completed them.

Use proctored test sites where appropriate.

Faculty should use a robust user name and password to protect their computer-based grade book and keep a printed copy in a secure place in case students are able to hack into the computer system.

Sources

“101 Ways to Maintain Academic Integrity in an Online Course,” by Michael Anderson and Lori McNabb, UT TeleCampus, The University of Texas System. Handout for faculty development program.

McNabb, L., & Olmstead, A. “Communities of Integrity in Online Courses: Faculty Member Beliefs and Strategies.” *Journal of Online Learning and Teaching* 5, no.2 (June 2009), 208-221. Retrieved from http://jolt.merlot.org/vol5no2/mcnabb_0609.htm.

WCET Survey on Academic Integrity and Student Verification, August 2008.

“Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” by WCET Working Group on Academic Integrity and Student Verification. February 2009 and revised April 2009.

Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.

“Best Practice Strategies to Promote Academic Integrity in Online Education” by WCET, UT TeleCampus, and Instructional Technology Council is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License. Permissions beyond the scope of this license may be available at www.wcet.info or www.itcnetwork.org

Appendix B:
Distance Education Coordinator Description and Responsibilities

Description:

Under the supervision of the Vice President of Instruction, the DE Coordinator assists the Faculty DE Facilitator in maintaining, expanding, and improving distance education services to students and faculty. Reports directly to the Vice President of Instruction.

Essential Job Functions:

1. Ensures DE compliance:

- ACCJC standards for distance education.
- Americans with Disabilities Act
- Licensing and copyright regulations
- Title 5 requirements for DE

2. Develops and manages DE budget:

- Prepares and administers annual DE budget including faculty training and supplemental technology.
- Finds and makes application for grants and other funding sources for DE innovation
- Monitors DE costs and efficiencies.

3. Supports Evaluation of DE:

- Requests and distributes DE data: sections, distribution, growth, student enrollment and performance.
- Works with DE/Blackboard/IT Supervisory Staff to promote effectiveness and productivity of DE support services and staff.
- Ongoing review of technological, resource, and support needs.
- Works with DE/Blackboard/IT Supervisory Staff to make sure DE Service Requests are being met in a timely manner and actions to improve technical and service effectiveness are in place.

4. Develops and maintains DE Webpage:

- Ensures accuracy and currency of published information on DE, including class schedule, VVC Website, and catalog.
- Organizes access to support services for DE students and to resources for DE faculty.
- Communicates information regarding technical upgrades and availability.
- Manages and monitors DE student and faculty feedback tool.
- Markets district DE offerings.

5. In consultation with the Faculty Distance Education Facilitator:

- Develops a DE Plan (Short and Long Term Goals) for DE Degree and Certificate targets; enrollment and student success and faculty development.
- Prepares and submits annual program review and planning documents for DE.
- Prepares and presents an annual report on all DE activity to the BOT.

- Develops, reviews, revises, and recommends district board policies and administrative procedures relevant to Distance Education.

6. Other

- Administers an ongoing schedule of professional development activities and events for DE faculty.
- Attends conferences, workshops, and institutes, and read widely to stay current on innovations in DE best practices and technology. Communicate findings regularly to campus community.
- Serves as a member of the college-wide Technology Committee.

Appendix C:
Faculty Distance Education Facilitator Description and Responsibilities

Description:

The Faculty DE Facilitator coordinates DE planning and professional development, assists faculty in the development and improvement of DE classes and programs, consults with and advises the college community and its constituencies and leadership on DE related matters, and consults with the DE Coordinator on the management and improvement of the district's DE courses, programs, and services. Reports directly to the Vice President of Instruction.

Essential Functions:

1. Designs and develops DE training workshops for faculty, including instructional technology and best practices.
2. Designs online readiness assessment tools and resources for DE students.
3. Assists faculty in the development of effective online classes.
4. Consults with Chairs, Deans, and the VPI on DE class scheduling principles and practices.
5. Makes recommendations to, and serves as a resource and advocate on DE related subjects for the Academic Senate, shared governance committees, College Council, and the Office of Instruction.
6. Develops course and program evaluation instruments within the boundaries of the union/district contract.
7. Advocates for faculty with administration, IT, and local Blackboard support personnel regarding all DE issues.
8. Chairs and selects members to serve on the Distance Education Advisory Committee.
9. Assists the Distance Education Program Coordinator with:
 - the development of a DE Plan (Short and Long Term Goals) for DE Degree and Certificate targets; enrollment and student success, and faculty development.
 - the preparation of annual program review and planning documents for DE.
 - the preparation of an annual report on all DE activity to the BOT.
 - the development, review, revision, and recommendation of district board policies and administrative procedures relevant to Distance Education.

Appendix D:

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT BOARD POLICIES

Student Services

Chapter 5

Standards of Conduct 5500

The Superintendent/President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting. The procedures shall be made widely available to students through the college catalog and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a district employee, which is concurred in by the college president.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to district property or to private property on campus.
6. Stealing or attempting to steal district property or private property on campus, or

knowingly receiving stolen district property or private property on campus.

7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.

8. Committing sexual harassment as defined by law or by District policies and procedures.

9. Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.

10. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district or on campus.

11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.

12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.

13. Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the district.

14. Unauthorized entry upon or use of college facilities.

15. Lewd, indecent or obscene conduct on District-owned or controlled property, or at district-sponsored or supervised functions.

16. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District Administrative Procedures, or the substantial disruption of the orderly operation of the district.

17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

18. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or Administrative Procedure.

Appendix E:

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT STUDENT SERVICES Chapter 5

Student Discipline Procedures AP 5520(a)

Standards for Student Discipline: Policy and Due Process Procedures

Jurisdiction of Victor Valley College: Proscribed Conduct

Generally, Victor Valley College jurisdiction and discipline shall be limited to conduct which occurs on Victor Valley College premises or at official VVC off-campus activities except as noted under C. 1. (below)

Definition: The following examples of student conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

A. Student Conduct Code – Rules and Regulations

Any student found to have committed the following misconduct is subject to disciplinary sanctions. The Discipline Procedures are described in the following section of this publication and they are available in the Office of the Dean of Student Services and the Office of the Director of Campus Police and Public Safety. Normally, any student found guilty of misconduct or more specifically, violence or threats of violence against another will be suspended from the college for at least one semester.

1a. Open contempt for any of the following safety rules and regulations.

1b. Acts of dishonesty, including, but not limited to the following:

a. Cheating, plagiarism, or other forms of academic dishonesty.

b. Furnishing false information to any Victor Valley College official, faculty member or office.

c. Forgery, alteration, or misuse of any Victor Valley College document, record or instrument of identification.

d. Tampering with the election of any Victor Valley College recognized student organization.

2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other Victor Valley College activities, including its public-service functions on or off campus, or other authorized non-Victor Valley College activities, when the act occurs on Victor Valley College premises.

3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct, which threatens or endangers the health or safety of any person.

4. Committing sexual harassing or discriminatory behavior based on race, sex, religion, age, national origin, disability, or any other status protected by law.

5. Attempted or actual theft of and/or damage to property of Victor Valley College or property of a member of the Victor Valley College community or other personal or public property.
6. Any fighting or challenging a fight, which threatens or endangers the health or safety of any person is immediate grounds for dismissal or removal from campus.
7. Hazing, defined as an act which endangers the mental or physical health or safety of a student or which destroys or removes public or private property for the purpose of initiation, admissions into, affiliation with, or as a condition for continued membership in a group or organization.
8. Failure to comply with directions of Victor Valley College staff officials (including faculty) or law enforcement officers acting in performance of their duties and/or failure to identify oneself to one of these persons when requested to do so.
9. Unauthorized possession, duplication or use of keys to any Victor Valley College premises or unauthorized entry to or use of Victor Valley College premises.
10. Violation of published Victor Valley College policies, rules or regulations, including those concerning student organization and the use of college facilities or the time, place and manner of public expression or distribution of materials.
11. Violation of federal, state or local law on Victor Valley College premises or at Victor Valley College sponsored or supervised activities.
12. Use, possession or distribution of narcotic or other controlled substances or poison classified as such by Schedule D (Section 4160 of the Business and Professions Code) except as expressly permitted by law.
13. Use, possession or distribution of alcoholic beverages except as expressly permitted by law and Victor Valley College regulations, or public intoxication.
14. Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on Victor Valley College premises.
15. Possession of any article, not usually designated as a weapon, when used to threaten bodily harm on Victor Valley College premises.
16. Participation in a campus demonstration which disrupts the normal operations of Victor Valley College and infringes on the rights of other members of the Victor Valley College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area, intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular on campus. Obstruction of the free flow of pedestrian or vehicular traffic on Victor Valley College premises or at Victor Valley College sponsored or supervised functions.
17. Conduct which is disorderly, lewd, indecent, or obscene or expression which interferes with the college's primary educational responsibility or which adversely affects a student's standing as a member of the college community, breach of peace, or aiding, abetting, or procuring another person to

breach the peace on Victor Valley College premises or at functions sponsored by, or participated in by, Victor Valley College.

18. Theft or other abuse of phones electronic devices or computer time, including but not limited to:

- a. Unauthorized entry in to a college system file to use, read, or change the contents, or for any other purpose.
- b. Unauthorized transfer of a file (not educational related).
- c. Unauthorized use of another individual's identification and password.
- d. Unauthorized use of electronic devices in the classroom including but not limited to head phones, cellular phones, and pagers.
- e. Use of computing facilities to interfere with the work of another student, faculty member or Victor Valley College staff official.
- f. Use of computing facilities to down load or view material deemed to be lewd, indecent and/or obscene matter that is not educational related.
- g. Use of computing facilities to send obscene or abusive threatening messages.
- h. Use of computing facilities to interfere with normal operation of Victor Valley College computing systems.

19. Abuse of the Student Conduct System, including but not limited to:

- a. Failure to obey the summons of the Student Conduct Hearing Committee or Victor Valley College official.
- b. Falsification, distortion, or misrepresentation of information.
- c. Disruption or interference with the orderly conduct of a judicial proceeding or Student Conduct Hearing Committee.
- d. Institution of a judicial proceeding or Student Conduct Hearing Committee knowingly without cause.
- e. Attempting to discourage an individual's proper participation in, or use of, the Victor Valley College judicial system.
- f. Attempting to influence the impartiality of a member of a judicial body prior to, and/or during the course of, the judicial proceeding or Student Conduct Hearing Committee.
- g. Failure to comply with the sanctions imposed under the Student Code of Conduct and/or Education Code.

h. Influencing or attempting to influence another person to commit an abuse of the judicial system.

B. Other Campus Regulations

1. Only officially registered students are allowed to attend classes. Minors or other students who are not registered or do not have permission to be in the class may not remain in the classroom.

2. Students are not permitted to eat or drink in classrooms.

3. Smoking is prohibited in all college buildings or within 20 feet of building entrance.

4. Card playing on Victor Valley College premises is prohibited except in a designated game or recreation area.

5. Animals, dogs (except trained service animals such as guide dogs for the visually impaired or previously authorized animals) and other pets are not allowed on Victor Valley College premises.

6. Printed materials that are not class-related to be distributed must be approved for distribution by the Office of Student Activities.

7. Students must be fully attired, including shoes, while in the classroom or on Victor Valley College premises.

8. Library books and materials must be returned promptly.

9. Use of audio equipment on Victor Valley College premises is restricted to personal headphones or pre-approved authorized activities.

10. Children must be under the supervision of parents at all times.

C. Violation of Law and Victor Valley College Discipline

1. If a student is charged only with an off-campus violation of federal, state, or local laws, but not with any other violation of this code, disciplinary action may be taken and sanctions imposed for grave misconduct, which demonstrated flagrant disregard for the Victor Valley College community. In such cases, no sanctions may be imposed unless the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (e.g., “no contest” or “nolo contendere”).

2. Victor Valley College disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this student code; for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this student code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

3. When a student is charged by federal, state or local authorities with a violation of law, Victor Valley College will not request or agree to special consideration for that individual because of his or her status

as a student. Victor Valley College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators.

D. Cheating and Plagiarism Defined

The term “cheating” includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments or –Acquisition, without permission, of tests or other academic material belonging to a member of the Victor Valley College faculty or staff.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined below.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the buying or selling of term papers or other academic materials.

Student Discipline Procedures and Due Process

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These administrative procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

Definitions

District: Victor Valley College.

Student: Any person currently enrolled as a student at the college or in any program offered by the district.

Instructor: Any academic employee of the district in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student’s educational program.

Parent: Legal parent, guardian, or court-appointed supervisory adult.

Short-term Suspension: Exclusion or removal of the student by the dean or vice president, student services for good cause from one or more classes for a period of up to ten consecutive days of instruction.

Long-term Suspension: Exclusion or removal of the student by the vice president, student services for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Expulsion: Exclusion or removal of the student by the superintendent/president or Board of Trustees from all college activities in the district for one or more terms and/or permanently.

Removal from class: Exclusion of the student by an instructor for the day of the removal and the next class meeting.

Written or verbal reprimand: An admonition to the student to cease and desist from conduct determined to violate the Standards of the Student Conduct Code. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

Withdrawal of Consent to Remain on Campus: Withdrawal of consent by the dean or vice president, student services for any person to remain on campus in accordance with California Penal Code Section 626.4 where the dean or vice president, student services has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

Day: Days during which the district is in session and regular classes are held, excluding Saturdays and Sundays.

Short-Term Suspensions, Long-Term Suspensions, and Expulsions

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

Notice: The dean or vice president, student services will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:

- The specific section of the Standards of Student Conduct that the student is accused of violating.
- A short statement of the facts supporting the accusation.
- The right of the student to meet with the dean or vice president, student services or designee to discuss the accusation, or to respond in writing.
- The nature of the discipline that is being considered.

Time limits: The notice must be provided to the student within 10 to 15 days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within 10 days of the date on which conduct occurred which led to the decision to take disciplinary action.

Initial Meeting: If the student chooses to meet with the dean or vice president, student services, the meeting must occur no sooner than 1 day after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

Removal from Class [Education Code Section 76032]:

Any instructor may order a student removed from his or her class for the day of the removal and the next class meeting. Using the “Inappropriate Student Behavior” form the instructor shall immediately report the removal to the vice president or dean, student services and the dean of the area discipline. The dean of the area discipline shall arrange for a conference between the student and the instructor regarding the removal. If the instructor, or the student requests, the dean of the area discipline shall attend the conference. The student shall not be returned to the class during the period of the removal without a concurrence of the instructor. Nothing herein will prevent the dean of the area discipline from recommending further disciplinary procedures in accordance with these procedures based on the facts, which led to the removal.

Short Term

Within 5 days after the initial meeting described above, the dean or vice president, student services shall decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the dean or vice president, student services decision shall be provided to the student. The notice will include the length of time of suspension, or the nature of the lesser disciplinary action. The dean’s or vice president’s, student services decision on a short-term suspension shall be final. In addition, the college may make recommendations concerning the approval of the student’s return. For example, attendance at AAA meetings or anger management consultation or counseling may be recommended

Long-Term Suspension

Within 10 days after the initial meeting described above, the vice president, student services shall decide whether to impose a long-term suspension. Written notice of the vice president’s decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

Expulsion

Within 10 days after the initial first meeting described above, the superintendent/president shall, pursuant to a recommendation from the dean or vice president, student services, decide whether to recommend expulsion to the Board of Trustees. Written notice of the superintendent/president’s decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

Hearing Procedures

Request for Hearing: Within 10 days after receipt of the vice president’s or superintendent/president’s decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The

request must be made in writing to the vice president, student services, or superintendent/president (or designee). Schedule of

Hearing: The formal hearing shall be held within 15 days after a formal request for hearing is received.

Hearing Panel: The Student Conduct Hearing panel for any disciplinary action shall be composed of the following representatives: (1) administrator/manager, (1) faculty member and (1) student.

The college superintendent/president, the president of the Academic Senate, and the ASB president shall each, at the beginning of the academic year, establish a list of at least three persons who will serve on the Student Conduct Hearing panel or student disciplinary hearing panels. The college superintendent/president shall appoint the Student Conduct hearing panel from the names on these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

Hearing Panel Chair: The college superintendent/president (or designee) shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by all remaining members of the panel to the contrary.

Conduct of the Hearing: Note: The hearing must comply with principles of due process, including the right to confront and cross-examine witnesses. The following procedure is legally advised.

- The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.
- The facts supporting the accusation shall be presented by a college representative, who shall be the dean or vice president, student services or Director of Campus Police and Public Safety.
- The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT STUDENT SERVICES Chapter 5

Student Discipline Procedures AP 5520(a) Adopted by College Assembly 3/2/04 Page 10

Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove by substantial evidence that the facts alleged are true.

- The student may represent himself or herself, and may also have the right to have an advocate present of his or her choice. The advocate must be an officially enrolled student or college staff member.

- Hearings shall be closed and confidential unless the student requests that the hearing be open to the public. Any such request must be made no less than 7 days prior to the date of the hearing.
- In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.
- The hearing shall be recorded by the district, either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the district at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.
- All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.
- Within 5 days following the close of the hearing, the hearing panel shall prepare and send to the college superintendent/president a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the
- disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on the matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

College Superintendent/President's Decision

Long-term suspension. Within 5 days following receipt of the hearing panel's recommended decision, the college superintendent/president shall render a final written decision. The college superintendent/president or designee may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the college superintendent/president or designee modifies or rejects the hearing panel's decision, the college superintendent/president or designee shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decisions of the college superintendent/president or designee shall be final.

Expulsion. Within 5 days following receipt of the hearing panel's recommended decision, the college superintendent/president (or designee) shall render a written recommended decision to the Board of Trustees. The college superintendent/president (or designee) may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the college superintendent/president (or designee) modifies or rejects the hearing panel's decision, he or she shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The college superintendent/president (or designee)'s decision shall be forwarded to the Board of Trustees.

Board of Trustees' Decision

The Board of Trustees shall consider any recommendation from the college superintendent/president for expulsion at the next regularly scheduled meeting of the board after receipt of the recommended decision.

The board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

The student shall be notified in writing, by registered or certified mail or by personal service, at least five days prior to the meeting, of the date, time, and place of the board's meeting. The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the board consider an expulsion recommendation in a public meeting, the board will hold any discussion that might be in conflict with the right to privacy of any student, other than the student requesting the public meeting, in closed session.

The board may accept, modify or reject the findings, decisions and recommendations of the college superintendent/president and/or the Student Conduct Hearing Panel. If the board modifies or rejects the decision, the board shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decision of the board shall be final. The final action of the board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the district.

Immediate Interim Suspension [Education Code Section 66017]:

The college superintendent/president or designee may order immediate suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

Removal from Class [Education Code Section 76032]:

Any instructor may order a student removed from his or her class for the day of the removal and the next class meeting. Using the "Inappropriate Student Behavior" form the instructor shall immediately report the removal to the vice president or dean, student services and the dean of the area discipline. The dean of the area discipline shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests attendance, the dean of the area discipline shall attend the conference. The student shall not be returned to the class during the period of the removal without a concurrence of the instructor. Nothing herein will prevent the dean of the area discipline from recommending further disciplinary procedures in accordance with these procedures based on the facts, which led to the removal.

Withdrawal of Consent to Remain on Campus: The Director of Campus Police and Public Safety, vice presidents, deans, or the superintendent/president may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus. If consent is withdrawn by the Director of Campus Police and Public Safety, vice presidents, deans, or superintendent/president, a written report must be promptly made to the dean or vice president, student services.

The person from whom consent has been withdrawn may submit a written request for a hearing

on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions. In no case shall consent be withdrawn for longer than 20 days from the date upon which consent was initially withdrawn. Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. [Penal Code Section 626.4]

Time Limits: Any times specified in these procedures.

Appendix F:

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

Administrative Procedure

General Institution

Chapter 3

Computer Use – Computer and Electronic Communication Systems

AP 3720(a)

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE PROCEDURE

GENERAL INSTITUTION

Chapter 3

Computer Use - Computer and Electronic Communication Systems AP 3720(a)

Contents

1.0 Introduction.....	1
2.0 Access to Systems.....	2
3.0 Privacy Disclosure and Use Disclaimer.....	3
4.0 Acceptable Use.....	4
5.0 Unacceptable Use.....	5
6.0 District Access and Disclosure.....	6
7.0 Computer and Electronic System Agreement	7
References.....	9

Computer and Electronic Communication Systems

1.0 Introduction

1.1 This procedure applies to all district students, faculty and staff and to others granted use of District computer and electronic communication systems. This procedure applies to all computer and electronic communication systems, either District owned or individually owned which interfere with District operations or through operation violate District policy. For purposes of this procedure, Computer and Electronic communication Systems include, but are not limited to, electronic mail, Internet and intranet services, voice mail, audio and video communications and facsimile messages which are provided using District-owned, leased, or rented computer hardware, software, databases and telecommunications systems. Campus(es) may adopt acceptable use procedures which are not in conflict with this procedure.

1.2 Academic Freedom:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to teach and learn depends upon appropriate opportunities and conditions not only in the classroom, but on the campus as a whole. The responsibility to secure and to respect general conditions conducive to academic freedom is shared by all members of the academic community -- faculty, staff, and students. Nothing in this policy limits or removes the right of free speech or the academic freedom of faculty, staff and students engaged in the learning process. This computer use policy seeks to achieve objectives necessary for the legitimate and proper use of the VVC computing resources. It is intended that these ends should be achieved in ways that respect the legitimate interests and rights of all computer users. VVC acknowledges its responsibilities to respect and advance free academic inquiry,

free expression, reasonable expectations of privacy, due process, equal protection of the law, and legitimate claims of ownership of intellectual property. Nothing in this procedure shall be interpreted to expand, diminish or alter academic freedom, articulated under Board Policy 4030 or any collective bargaining agreements. System and network administrators are expected to respect the college academic freedom policies.

2.0 Access to Systems

2.1 District computer and electronic communication systems components, devices, and services are District property. Any electronic device, mail address, account, or license associated with the District or assigned by the District to individuals or functions of the District are the property of the District. All electronic devices, mail addresses, accounts, and licenses and all devices connected to the District's secured computer and electronic communication systems must meet District interface and security protocol as determined by the District. For purposes of this procedure, the word "secured" means protection of District systems and data from unauthorized use.

2.2 Access to the District's computer and electronic communications systems is a privilege that may be revoked or restricted by the Superintendent/President or designee at any time without prior notice and without the consent of the user. Some reasons for revocation or restriction of access to services include, but are not limited to, the following:

2.2.1 when required by and consistent with law, or when there is probable cause to believe that violations of policy or law have occurred;

2.2.2 when necessary to prevent loss of evidence of violations of policy or law;

2.2.3 when necessary to prevent property damage or loss of property, or bodily harm;

2.2.4 when necessary to prevent liability to the District;

2.2.5 when business operational needs warrant, as determined by the Superintendent/President or designee.

2.3 Computer and electronic communications systems access privileges granted to users on the basis of individually-assigned accounts which use passwords may not be transferred, shared, or converted to other individuals without explicit permission from the District.

2.4 Voice mail means an audio message transmitted telephonically between two or more telephones, whether or not the message is converted to hard copy format after receipt and whether or not the message is heard upon transmission or stored for later retrieval. Voice mail includes telephonic messages that are transmitted through a local, regional, or global telephone network.

3.0 Privacy Disclosure and Use Disclaimer

3.1 District Electronic Communication Systems and services are District property. Any electronic mail address or account associated with the District, or any sub-unit of the District, assigned by the District to individuals, sub-units, or functions of the District, is the property of the District. Users should be

aware that because of the nature of electronic communications and the public character of the District's business, the District's computer and electronic communication systems are not private. Routine maintenance and system administration may result in observation of the contents of files and communications. Access to District computer and electronic communication systems may be logged at the discretion of the District. Users should be aware that there is no expectation of privacy or confidentiality in the content of electronic communications or computer files sent and received on the District's systems or stored in the users' directories, and therefore, users should exercise extreme caution in using electronic communications to communicate or store information of a confidential or sensitive nature. Portable devices without encryption such as laptop computers and data storage devices are especially susceptible to theft or loss and should not be used to store confidential information.

3.2 Electronic communications that utilize district computer and electronic communication systems equipment, including communication records arising from personal use, whether or not created or stored on District equipment, may be presumed to constitute a District record subject to disclosure under the California Public Records Act or other laws, or as a result of litigation. Also, it is possible for information entered on or transmitted via computer and electronic communication systems to be retrieved, even if a user has deleted such information. Users should be aware of the implications of this presumption in any decision to use district computer and electronic communication systems for personal use.

3.3 Although the District respects the privacy of users and does not routinely inspect, monitor, or disclose electronic communications, the District reserves the right to inspect, monitor, or disclose electronic communications at any time without prior notice and without the consent of the user as directed by the Superintendent/President or designee. Reasons for inspecting, monitoring or disclosing electronic communications include, but are not limited to, the following:

3.3.1 when required by and consistent with law, or when there is probable cause to believe that violations of District policy or law have occurred;

3.3.2 when necessary to prevent loss of evidence of violations of District policy or law;

3.3.3 when necessary to prevent property damage, loss, or bodily harm;

3.3.4 when necessary to prevent liability to the District.

3.4 Inspection or monitoring, other than for routine maintenance and system administration, must be authorized by the Superintendent/President or designee. Such inspection or monitoring must be limited to materials related to the investigation, and the confidentiality of the inspection must be maintained to the highest degree possible. In the event a search of an employee's computer files is authorized, a reasonable effort must be made to secure technical assistance from a person designated by the constituent group and/or union of the employee whose files are being searched.

3.5 The District will make every possible effort, but cannot guarantee the protection of users from receiving electronic communications they may find offensive, nor can the District guarantee the authenticity of electronic communications received, or that electronic communications received were in fact sent by the purported sender. Users are responsible for materials they access and disseminate on

the District's computer and electronic communication systems.

3.6 The District will make every possible effort to protect data integrity, but assumes no responsibility for the loss of data on individual owned or district owned Computer and Electronic Communication Systems due to computer viruses or other destructive software, activities as a result of flaws in the application or operating system software.

4.0 Acceptable Use

4.1 The District's computer and electronic communication systems are provided to support the educational mission of the college and the administrative functions that support this mission, and are to be used primarily for District business-related purposes. Consistent with this purpose, these procedures are not intended to inhibit academic freedom or the acquisition of information. Incidental personal use is permitted, provided that such incidental personal use conforms to this procedure and such use does not:

4.1.1 Interfere with the user's employment or ability to perform work assignments or those of another employee;

4.1.2 Directly or indirectly interfere with the District's operation of computer and electronic communication systems;

4.1.3 Burden the District with noticeable incremental cost.

4.2 Use of the District's computer and electronic communication systems and services is limited to the District's students, faculty, staff and other authorized persons. Users of the District's computer and electronic communication systems and services are expected to do so responsibly and in compliance with local, state, and federal laws, as well as the policies and procedures of the District, and with normal standards of professional and personal courtesy and conduct.

5.0 Unacceptable Use

5.1 The use of the District's computer and electronic communications systems for any of the following is prohibited:

5.1.1 Use which violates local, state or federal law;

5.1.2 Use which violates District policies or administrative procedures;

5.1.3 Use which violates District software licensing agreements, use of software without legal authorization, or unauthorized duplication, transmission, or use of unlicensed copies;

5.1.4 Use for private commercial purposes not under the auspices of the District;

5.1.5 Use for personal financial gain;

5.1.6 Use of District computer and electronic communications systems including, but not limited to,

the following:

5.1.6.1 Knowingly loading viruses onto or from any computer connected to the district's system;

5.1.6.2 Attempting or gaining unauthorized access to, or alteration of data, files, emails or passwords (hacking);

5.1.6.3 Unauthorized tampering with computing resources, including connecting or disconnecting computer equipment or otherwise altering the set-up of any computer or network of computers;

5.1.7 Use for unauthorized advertising, campaigning, soliciting or proselytizing for any religious or political cause, outside organization, business, or individual;

5.1.8 Use for sending defamatory, intimidating, threatening, harassing, discriminatory, abusive or patently offensive material to or about others, or any use that violates the District policies regarding unlawful discrimination;

5.1.9 Use that violates District policy regarding intellectual property;

5.1.10 Use for intentionally sending or accessing pornography or obscene materials other than for authorized research or instructional purposes;

5.1.11 Use for unlicensed downloading, copying, or distributing of copyrighted work(s) such as movies or music for other than legally authorized uses, or uses authorized by the District.

5.1.12 Use for connection of non-district devices to the District's computer and electronic communications systems that results in a violation of this policy;

5.2 Users of the District's computer and electronic communication systems shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the District or any unit of the District unless authorized to do so. Where appropriate, an explicit disclaimer shall be included.

5.3 Users of the District's computer and electronic communication systems shall not employ a false identity or otherwise transmit or attempt to transmit any message which is misleading as to origination.

6.0 District Access and Disclosure

Violations of District policies and procedures governing the use of District computer and electronic communication systems may result in the restriction of access to District computer and electronic communication systems and appropriate disciplinary action, up to and including dismissal.

6.1 Users should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the District's computer and electronic communication systems or stored in the users' directory.

6.2 Although the District does not routinely inspect, monitor, or disclose electronic communications, the District reserves the right to inspect, monitor, or disclose electronic communications without prior

notice and without consent. Such inspections must be authorized by the Superintendent/President, or designee. Reasons for inspecting, monitoring or disclosing electronic communications include, but are not limited to, the following: when required by and consistent with law; when there is significant reason to believe that violations of policy or law have occurred; when failure to act may result in significant bodily harm, when significant property loss or damage would result, when loss of significant evidence of one or more violations of law or of District policies would result, when significant liability to the District or to members of the District community would result; or significant liability to business purposes, such as inspection of the contents of electronic messages in the course of an investigation triggered by indications of misconduct. The inspection must be limited to materials related to the investigation and the confidentiality of the inspection must be maintained to the highest degree possible. In the event a search of an employee's computer files is authorized, a reasonable effort must be made to secure technical assistance from a person designated by the constituent group and/or union of the employee whose files and/or systems are being searched.

7.0 Computer and Electronic System Agreement

As a condition of providing access to the District's computer and electronic communications systems, users shall sign an agreement, in a form prescribed by the Superintendent/President, acknowledging that the user has read and understands the provisions of this procedure and agrees to comply with the terms stated herein.

Computer and Electronic Communication Systems Use Agreement

I have been provided with, and have read District Administrative Procedure 3720(a), Computer Use - Computer and Electronic Communications Systems. I agree to comply with the provisions of Administrative Procedure 3720(a) regarding the use of the District's Computer Use - Computer and Electronic Communication Systems procedure.

Signature Printed Name

References

Policies and Laws Applicable to Computer and Electronic Communication Systems

UNITED STATES CODE

The USA Patriot Act of 2001 and 2003 amendment

The Digital Millennium Copyright Act of 1998

The U.S. Copyright Act

Computer Fraud and Abuse Act of 1986

Electronic Communications Privacy Act of 1986

Unlawful access to stored communications

The Privacy Protection Act of 1980 - 42 USC Sec. 2000aa

Public Telecommunications Act of 1992 Telegraphs, Telephones, and Radiotelegraphs 47 USC Sec. 605

Interstate Transportation of Stolen Property Act

Family Educational Rights and Privacy Act of 1974 (FERPA)

CALIFORNIA LAW and DIRECTIVES

Computer Trespass
California Supreme Court Ruling
Unsolicited Communications as Trespass - University of California at Berkeley
Prohibited and Restricted Political Activities
Theft of personal property - PENAL CODE, SECTION 484-502.9
California Office of Information Security and Privacy Protection (OISPP)
Theft of Telecommunication services-
Disclosure -- Campaign finances -- Lobbying — Records
Retention of public records
Use of persons, money, or property for private gain
Use of state resources-
Public records access
Exempt records determination
Evergreen Social Contract
Student Code of Conduct
Library Access and Use
Library Circulation Records
VICTOR VALLEY POLICIES, PROCEDURES, AND MANUALS
Social Contract
Student Code of Conduct
Ethics
Union Contract
Patriot Act
CENIC
Policies and Practices
OTHER
American Association of University Professors
Digital Millennium Copyright Act of 1998
ALA's intellectual freedom site
Executive Ethics Board FAQs
ISB Policy on Computer Software Piracy
ISB Policy on Public Records Privacy Protection
Attorney General's Consumer Protection Division junk email
K20 Network Conditions of Use and Acceptable Use Policies

Appendix G: Data on Distance Education at Victor Valley College

Quickfacts DE Students	DE Fall 2008		Inst Fall 2008		DE Fall 2009		Inst Fall 2009		DE Fall 2010		Inst Fall 2010	
Gender												
Female	2,510	67.5%	7,586	57.5%	2,887	66.9%	7,912	57.2%	2,931	64.6%	7,763	56.9%
Male	1,147	30.9%	5,191	39.4%	1,385	32.1%	5,690	41.2%	1,556	34.3%	5,705	41.8%
Uncollected	60	1.6%	413	3.1%	43	1.0%	222	1.6%	50	1.1%	184	1.3%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%
Age												
<18	189	5.1%	1,196	9.1%	177	4.1%	1,114	8.1%	158	3.5%	752	5.5%
18-20	1,185	31.9%	4,351	33.0%	1,337	31.0%	4,682	33.9%	1,423	31.4%	4,835	35.4%
21-25	851	22.9%	2,665	20.2%	974	22.6%	2,893	20.9%	1,069	23.6%	3,057	22.4%
26-30	466	12.5%	1,401	10.6%	611	14.2%	1,549	11.2%	603	13.3%	1,507	11.0%
31-40	563	15.1%	1,758	13.3%	639	14.8%	1,782	12.9%	738	16.3%	1,802	13.2%
41-50	336	9.0%	1,192	9.0%	416	9.6%	1,209	8.7%	388	8.6%	1,098	8.0%
51-60	109	2.9%	476	3.6%	135	3.1%	461	3.3%	128	2.8%	460	3.4%
>60	18	0.5%	147	1.1%	26	0.6%	123	0.9%	29	0.6%	128	0.9%
Uncollected	0	0.0%	4	0.0%	0	0.0%	11	0.1%	1	0.0%	13	0.1%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%
Ethnicity												
African American	478	12.9%	1,658	12.6%	592	14.6%	1,842	13.3%	669	15.5%	1,935	14.2%
American Indian/Alaskan Native	41	1.1%	140	1.1%	37	0.9%	99	0.7%	37	0.9%	73	0.5%
Asian	69	1.9%	277	2.1%	66	1.6%	227	1.6%	61	1.4%	198	1.5%
Filipino	64	1.7%	217	1.6%	49	1.2%	180	1.3%	48	1.1%	162	1.2%
Hispanic	1,026	27.6%	4,169	31.6%	1,211	29.8%	4,719	34.1%	1,414	32.9%	5,076	37.2%
Other Non-White	37	1.0%	160	1.2%	30	0.7%	104	0.8%	13	0.3%	51	0.4%
Pacific Islander	19	0.5%	88	0.7%	18	0.4%	59	0.4%	14	0.3%	53	0.4%
White	1,744	46.9%	5,535	42.0%	1,999	49.2%	5,563	40.2%	1,924	44.7%	5,143	37.7%
Multiple Races	31	0.8%			63	1.5%	211	1.5%	124	2.9%	360	2.6%
Uncollected	208	5.6%	946	7.2%	250	6.2%	820	5.9%	233	5.4%	601	4.4%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%

Units Attempted												
0.1 - 6.0	792	21.6%	5,331	40.4%	911	21.1%	5,117	37.0%	878	19.4%	4,483	32.8%
6.1 - 11.9	512	13.9%	3,601	27.3%	699	16.2%	3,888	28.1%	761	16.9%	3,929	28.8%
12.0 or more	2,369	64.5%	4,258	32.3%	2,698	62.6%	4,819	34.9%	2,877	63.7%	5,240	38.4%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%
TOTAL	3,717		13,190		4,315		13,824		4,537		13,652	

Online & Hybrid

*Sections used were found with a room of ON LINE or HY BRID

*Counts are based on credit headcount as of first census.

*Demographics are self reported at the time of application.

*Age is calculated based upon the last day to drop a full term class w/out receiving a W grade.

*The sum will not equate to the total in all categories due to unreported data.

Institution

*Counts are based on credit headcount as of first census.

*Demographics are self reported at the time of application.

*Age is calculated based upon the last day to drop a full term class w/out receiving a W grade.

*The sum will not equate to the total in all categories due to unreported data.

DE Performance Data									
DE	2008			2009			2010		
(Fall)	Hybrid	Online	Institution	Hybrid	Online	Institution	Hybrid	Online	Institution
Enrollment:									
Enrollment	548	5,556	33,786	772	6,339	37,528	1,184	6,402	37,571
# of Courses	18	104	604	21	113	640	29	119	623
# of Sections	22	206	1,502	28	224	1,616	44	233	1,558
FTES (Credit)	61.66	531.69	4,282.51	73.88	604.68	4,655.03	137.49	618.52	4,658.77
Success:									
Retention Rate	87.4%	87.5%	88.2%	86.1%	86.8%	87.5%	84.5%	86.8%	87.8%
Success Rate	53.8%	58.8%	63.9%	49.4%	58.2%	61.9%	55.4%	60.0%	64.4%

DE Performance Data									
DE	2009			2010			2011		
(Spring)	Hybrid	Online	Institution	Hybrid	Online	Institution	Hybrid	Online	Institution
Enrollment:									
Enrollment	518	6,167	34,964	945	6,537	35,580	1,256	6,363	35,542
# of Courses	19	114	658	23	118	651	25	113	579
# of Sections	25	230	1,589	35	239	1,564	47	229	1,491
FTES (Credit)	41.94	576.52	4,301.85	106.62	636.39	4,359.09	142.29	625.01	4,369.32
Success:									
Retention Rate	88.0%	86.8%	88.2%	85.9%	87.2%	87.9%	80.4%	85.8%	86.0%
Success Rate	54.6%	58.8%	63.7%	58.0%	58.0%	63.7%	55.6%	59.9%	63.7%

DE Performance Data									
DE	2009			2010			2011		
(Summer)	Hybrid	Online	Institution	Hybrid	Online	Institution	Hybrid	Online	Institution
Enrollment:									
Enrollment	120	2,935	10,221	196	2,324	8,729	180	1,565	5,541
# of Courses	4	69	263	7	65	254	5	42	179
# of Sections	4	116	448	8	97	432	6	61	288
FTES (Credit)	9.17	282.00	1,119.29	17.75	239.48	998.14	18.80	154.27	602.60
Success:									
Retention Rate	80.0%	88.4%	89.2%	79.1%	85.5%	88.7%	80.0%	87.5%	90.5%
Success Rate	55.8%	65.3%	69.2%	62.1%	61.4%	69.9%	67.2%	66.0%	74.0%

Appendix H: BP 4030 –Academic Freedom

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT BOARD POLICIES

Instruction Academic Freedom

**Chapter 4
4030**

Policy adopted 9/11/01
Policy revised 2/11/03
Board Reviewed/Approved – 11/10/09

Victor Valley College believes academic freedom in relation to teaching duties is fundamental and essential to the teaching profession:

1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Teachers and governing boards must develop procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Individuals or groups, which seek to inhibit academic freedom, must not have influence over the hiring, firing, promotion or due process rights of teachers.
3. The same policies and protections applied to full-time teachers apply also to part-time and temporary teachers.
4. Teachers must be free to evaluate, criticize, and/or advocate personal points of view concerning educational matters in the classroom. Teachers must not be restricted when assisting their colleagues in the event their academic and/or professional freedoms are violated.
5. Teachers must be employed, promoted, or retained in relation to their teaching abilities and performance without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. The presence during class of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom.

Reference: Title 5 Section 51023; Accreditation Standard II.A.7

October 1, 2009

**Appendix I: California Code of Regulations Administrative Code Title 5, Section 51023
Academic Freedom**

5 CA ADC § 51023

5 CCR s 51023

Cal. Admin. Code tit. 5, s 51023

CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 2. COMMUNITY COLLEGE STANDARDS
SUBCHAPTER 1. MINIMUM CONDITIONS

The governing board of a community college district shall: (a) adopt a policy statement on academic freedom which shall be made available to faculty;

(b) adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;

(c) substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

Note: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901, Education Code.