HANDBOOK FOR SYNCHRONOUS COURSE DESIGN AND REVIEW

Danville Community College

Learning Resources and Distance Learning

2014

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Purpose of Handbook

Danville Community College has adopted the *Quality Assurance Plan for Distance Learning Synchronous Courses (QAP)* to ensure the quality of its synchronous distance learning courses. (See Appendix A) The QAP outlines in broad terms the necessary procedures and documentation required for synchronous course development and evaluation. All distance learning courses must be academically sound and comparable in content and quality to similar courses offered on campus. Policies and procedures involving distance learning courses are generally the same as traditional course offerings and can be found in the DCC Policy Manual.

The purpose of this handbook is to acquaint you with the requirements of the QAP and assist you in developing a synchronous distance learning course. It also provides tips for effectively using technology for managing your course and interacting with students at a distance. It supplements, but does not replace the Danville Community College Policy Manual. Within this handbook you will find procedures for ensuring the quality of distance learning courses offered by Danville Community College. Faculty interested in developing a synchronous distance learning course should begin with the following:

1. Discuss course development with the appropriate division dean.
2. Obtain a copy of the *Handbook for Synchronous Course Design and Review* from the College's instructional designer in the TLT Center. (797-8557)
3. Review the criteria for course selection (Appendix B).
4. Review the *Distance Learning Synchronous Course Development and Review Guide* (Appendix C). The Guide will provide a step-by-step process for successfully completing your synchronous course and fulfilling the requirements of the DCC *Quality Assurance Plan for Distance Learning.*
5. Additional resources:
    a. *Best Practices For Electronically Offered Degree and Certificate Programs* (SACS)
    b. SREB: *Standards for Quality Online Courses*
    c. SREB: *Checklist for Evaluating Online Courses*
    d. Danville Community College: Vision, Mission, and Goals (Appendix I)
    e. *Checklist for Synchronous Courses Design and Development* (see Appendix D)

f. *Checklist for Synchronous Course Design and Development Annotation* ([see Appendix E](#))

g. Organizational Structure for Distance Learning Oversight and Implementation ([see Appendix F](#))

Philosophy

The distance learning program at Danville Community College enables students to achieve their educational goals by delivering academically sound courses and educational support services that are flexible, responsive, and innovative. The distance learning program is designed for those students who are unable to travel to the Danville campus or who need to work independently to pursue academic goals outside the traditional classroom setting. Distance learning courses are designed to be comparable to traditional on-campus courses. The primary difference between traditional courses and distance learning courses centers on the degree of freedom and responsibility the student accepts when taking a distance learning course. Distance learning supports the mission and goals of Danville Community College by expanding the walls of the classroom thereby making quality comprehensive higher education more accessible regardless of time or place.

All distance learning courses have an assigned instructor. In addition, distance learning students have access to appropriate learning resources and student-support services.

Course Development: Planning

Getting Started

There are a number of orientation activities in which you may engage as you prepare your course for delivery. Preplanning is crucial to the quality of your course and its success with students. In this handbook you will find planning activities that can help you in this endeavor. A wide range of literature devoted to the topic of distance delivery is available both online and in journals and books that can be found in the Mary M. Barksdale library.

The Teaching, Learning, Technology Center (TLTC) can be very helpful as you develop and deliver your course. The instructional designer (ID) is experienced in both developing and teaching distance learning courses. The ID is available to work with groups or one-on-one with faculty. The TLTC provides workshops and other professional development activities in the use of distance learning technology and software, course management, and techniques for teaching at a distance. The TLTC can also be a valuable resource for assistance with research,

grant development, and the availability of online resources you may find of value as you begin developing your course. Call 797-8557 for more information. Use the *Distance Learning Synchronous Course Development and Review Guide* as a step-by-step guide for successfully completing the *Quality Assurance Plan for Synchronous Distance Learning Plan*.

Course Development: Quality Assurance

Danville Community College has established the *Quality Assurance Plan for Distance Learning Synchronous Courses* to ensure the quality of its synchronous courses. Danville Community College employs the categories and instruments listed below to evaluate and document the quality of its technology-based, synchronous distance learning courses and programs.

- Course Design – the instructor(s) developing the synchronous course will utilize the *Checklist for Synchronous Courses Design and Development* (see Appendix D) when designing and developing the course. The checklist is used to evaluate the quality and effectiveness of the proposed synchronous distance learning course. An annotated *Checklist for Synchronous Course Design and Development Annotation* (see Appendix E) may be used as a guide for developing the synchronous course and completing the Checklist. A synchronous course must meet 100% of the criteria outlined in the *Checklist* or make note of non-applicable criterion.

- Master Syllabi – in order to foster consistency and quality in college programs, all distance learning courses must utilize the Master Syllabus as the basis for the design and development of the course.

- Administrative Review – after completing course design and development and before the course is offered, the dean of the division in which the course is to be offered will review the course using the criteria established in the *Standards for Online Courses* and the DCC *Checklist for Synchronous Courses Design and Development* (see Appendix D).

Course Delivery: Structuring Your Course

Synchronous Course Delivery

Synchronous distance learning courses are characterized by live two-way communication, same time, any place. Courses are delivered at one scheduled time, but students and instructors may be in different locations. These courses are often taught over a video network, compressed and/or real time. Students in these courses meet in the facilities of the delivering colleges, as well as remote sites, with fixed meeting times. Delivery methods used by DCC in synchronous distance learning include the following:

Interactive Classroom Video (ICV) (Live Two-Way Audio/Video) – Courses are delivered via video to two or more sites. The College has the capability to deliver and receive courses between all of the 23 college in the VCCS. Students may be at a different location than the instructor. Students and faculty can see and hear each other in a live interactive format utilizing two-way video, two-way audio, and data transmission capability between sites. DCC is both an originating and receiving college for courses.

Web-Conferencing – is used to conduct live, synchronous classes via the Internet. In a web conference, each participant sits at his or her own computer and is connected to other participants via the internet. Students access the class by clicking on a link distributed by e-mail or posted in Blackboard. Communication tools include integrated Voice over IP, public and private chat, quizzing and polling, and webcam capability. Visual tools include whiteboard, application sharing, file transfer, and web access. The software also includes a record feature that allows the moderator to record the class for others to watch later as well as a graphing tool, breakout rooms for group work, and timer. The whiteboard supports the uploading of presentations for viewing on the whiteboard for class or meetings.

Course Delivery: Communicating with Students

Communication is crucial. Students should be encouraged to communicate with the instructor and with one another. This should be a constant ongoing process. Your virtual classroom should become a community in which your students feel they are part of a group of learners with common goals. The instructor should answer each and every email within a reasonable time and participate in

discussion boards. If the instructor does not participate in discussion boards, these will not be used by the students.

Emails, chats, web-conferences, and discussion boards provide constant feedback to students if used consistently. Students learning at a distance tend to become anxious if they cannot tell where they stand. Group projects among students help develop that important sense of being part of a community.

The most important thing for the course developer to understand in creating a new course is that students are not mind readers. Everything must be explained to them in detail. Do not assume anything - your students may not all know how to handle email, Blackboard, the Internet, discussion boards, web-conferencing programs, etc. that your course may require. It is the instructor's responsibility to anticipate this and orient the students.

The Extended Syllabus

In a distance course, the syllabus takes on added importance. The extended syllabus/course outline, while requiring some upfront time, saves the instructor and student from confusion later on in the course. If something important is left off, the students will waste valuable time and that of others trying to find answers. If you are, for example, using Blackboard in your course, include a link to an online tutorial describing exactly how to access it and use it.

The Extended Syllabus Should:
- Contain far more information than a traditional class syllabus.
- Be written in a straightforward manner (use bold, italics, or underlining for major points)
- Omit extensive sections of narrative. Hands on tutorials work better.

Important Components:
- Administrative matters
- General course information
- Course information
- Other details related to classroom management

Administrative Matters Include:

- Course title, number and section, and instructor's name,
- Expanded course description,
- Instructor's personal information and a small photo, if possible, to compensate for the distance factor,
- Office hours, office location, phone number, email address, and any other contact information,
- Certain applicable school policies such as add/drop date, etc.,
- College attendance policy including a statement on "No Shows/Withdrawal for Attendance" (a distance course can require attendance in the form of timely submission of assignments, periodic emails, participation in discussions, etc.),
- Information about where the student can get support for issues outside of class work,
- Help desk information,
- Library and information resources,
- Tutoring,
- Testing,
- Counseling,
- Bookstore.

General Course Information:
- Pre-requisites, co-requisites, and admissions information,
- Goals and performance objectives,
- A list of topics to be covered,
- Required texts and other course materials,
- Late paper/missed assignment policy,
- Technology requirements. If there is an online component, the students need to be told the minimum requirements for the equipment needed,
- Detailed course calendar including all due dates for class work.

Certain items that should be present on all syllabi developed for DCC distance classes include:
- Identification of the College,
- Clear identification of the course (number and section),
- Identification of the instructor and contact information,
- Copyright information,

- Alternative methods for contacting the instructor (telephone number(s), email address, Facebook, etc.),
- Notice of ADA and special needs accommodations,
- Policy statement on academic dishonesty,
- DCC is an equal opportunity/affirmative action institution of higher education,
- The Virginia Community College System expects users of VCCS college web sites to abide by the spirit and terms of the *Information Technology Acceptable Use Agreement* .
- **DCC College and DL Support Services Links.** This page resides on the DL website and contains all the support links and reference information that students need to successfully complete a DL course.
    - Frequently Asked Questions about Distance Learning at DCC
    - http://www.dcc.vccs.edu/DistanceLearning/FAQ.htm

Faculty Support Services

Danville Community College provides faculty members who are teaching distance learning courses with a variety of support services.

Learning Resources

The Learning Resources Center provides both administrative and technical support for distance learning faculty. For additional information call (434)797-8454. LR&DL services include the following:

- Teaching, Learning, Technology Center (TLTC) (434)797-8557
    - Course design, development and production assistance
    - Assistance with use and incorporating technologies for delivery and interaction
    - Professional development and training
    - Maintenance and training in use of technologies such as voice mail, interactive television systems, Blackboard, web-conferencing, etc.
    - Access to web-conferencing
    - Assistance with evaluations

- o Blackboard administration
- Learning Assistance Center (LAC) - (434) 797-8404
  - o Testing services for individual students
  - o Open computer lab
- Mary M. Barksdale Library – (434) 797-8555
  - o Assistance in locating and incorporating library and information resources into courses
  - o Assistance in obtaining library and information resources for students
  - o Assistance in the distribution of course materials including learning aids such as CDs and DVDs
  - o Interlibrary loan
  - o Library and information skills instruction on campus or online via Connect For Success
  - o LRCLive – 24/7 online reference assistance
  - o Professional development and training
- Tutoring Center – (434) 797-6432
  - o On-campus tutoring
  - o Online tutoring via Smarthinking
- Audiovisual Services - (434) 797-8454
  - o Audiovisual equipment checkout
  - o Scheduling ICV courses
  - o Technology training and support
- A state-wide toll-free telephone number to campus and voice mail (call 1 (800) 560-4291);
- Assistance with other unanticipated services which will help ensure a quality learning experience.
- Help Desk assistance – (434) 797-8557.

Student Services

Students may register for distance learning courses on campus, by mail or telephone, or in person.

Student records for distance learners are maintained in the College's student information system (SIS) and can be accessed from the instructor's office computer. Students enrolled in an academic program receive academic advising from their faculty advisor. Counselors will place new students in a program of study after meeting with the student in person or at a distance. Once new

students are program placed, they meet with a faculty advisor. Distance learning students requesting counseling may call Student Services at (434) 797-8460 for information.

SAILS – STUDENT ASSISTANCE AND INTERVENTION FOR LEARNING SUCCESS
Faculty may use SAILS for those students who have been identified as potentially at risk in their course work by their instructor for lack of satisfactory achievement or attendance. SAILS is an early intervention and student tracking system that makes it possible for DCC to take a more holistic approach to student success rather than concentrating solely on those students with classic at-risk characteristics at admission. Each faculty has the ability to initiate flags/kudos regarding student performance using this system.

General Policies and Procedures

The distance learning program follows the same policies and guidelines used for traditional on-campus courses. This includes policies related to admissions, placement testing, pre-requisites, and policies related to faculty including class size, teaching conditions, faculty qualifications, evaluation and assessment. Please see the [Danville Community College Policy Manual](#) for specific policies.

Evaluation and Assessment

Danville Community College systematically evaluates the instructional outcomes of its distance learning efforts through a variety of methods. In addition, each semester the Director of Learning Resources and Distance Learning will collect data in the form of student and faculty surveys on the College's distance learning activities (See Appendices [G](#) and [H](#)). Data obtained each semester will include information on the following:

- Quality and appropriateness of delivery methods;
- Faculty accessibility;
- Quality of academic support services;
- Quality of student support services;
- Quality of technical support services;
- Student satisfaction with the course;
- Faculty satisfaction with the course.

Information obtained from the distance learning evaluations will be reported to the appropriate deans and used to improve and strengthen the College's distance learning efforts.

Intellectual Property Rights

Danville Community College adheres to the policies of the Virginia Community College System (VCCS) relative to intellectual property, copyright issues, and revenue derived from the creation of intellectual property. The VCCS policy determines ownership rights and responsibilities regarding intellectual property produced by a student and/or an employee of the VCCS. The policy is found in the *VCCS Policy Manual* (Section 12, Intellectual Property, http://cdn.vccs.edu/wp-content/uploads/2013/07/sec12.pdf . See Appendix G.

Teaching via Interactive Television

Interactive Classroom Video (Live Two-Way Audio/Video) – Courses delivered via video to two or more sites. Students may be at a different location(s) than the instructor. Courses are taught and received through specialized distance learning classrooms. Students and faculty can see and hear each other in a live interactive format utilizing two-way video, two-way audio, and data transmission capability between sites. DCC is both an originating and receiving college for courses.

The following Interactive Classroom Video Delivery Standards have been adopted by the VCCS:

A typical classroom size is 25-30 students using a minimum of two-way audio and video technology. All classrooms will be equipped with the following:
- a large display for student viewing,
- Camera(s) for viewing the instructor and/or students,
- a computer for instruction,
- a document camera,
- DVD player,
- and phone/fax for support.

All faculty delivering via video conference should plan for alternate delivery in case of technical problems such as continuing the class by speakerphone, taping the class, or assigning make-up class work via fax, phone, e-mail, or Blackboard.

Before beginning the video conference, be sure you know:
1. How to establish a connection to all endpoints or to the VCCS video bridge.
2. How to mute and un-mute your microphone.
3. How to accept an incoming call.
4. How to call out from the video conferencing unit.
5. The telephone number for each conference location.
6. The telephone number for the Director of Learning Resources and Distance Learning (434-797-8454), should you need assistance.

Before the meeting:
- Be sure to allow sufficient lead time before your meeting to establish the necessary telephone and video connections.
- When room scheduling permits, have the conference locations call into the video bridge at least 15 minutes before the conference begins. This step will allow problems to be identified and resolved prior to the start of the meeting.
- Check all cameras to be sure that important conference elements (such as the table where the participants will sit, whiteboards, and sketch pad easels) can be displayed as needed. Know which camera you are using. If you switch to an auxiliary camera to show a whiteboard or a graphics stand, switch back to the main camera when the discussion turns to other topics.
- Provide good lighting. Avoid back lighting. Make sure that overhead lights and any other reflections do not show. Make sure any blinds and doors are closed.
- Ensure the microphones are properly positioned before dialing into a video conference.
- Eliminate background noises (such as fans) near microphones.
- Label your site clearly with a banner so other people know who/where you are. Make sure you remove the banner and place your camera on the participants once the conference begins.
- If written, graphical, or computerized information will be used during the meeting, communicate the information with all sites, either by sending it in advance of the meeting or by using the system to transmit the material

during the meeting.

During the Meeting:
- Do an audio check with all remote sites and between sites at the start of each class to ensure that all sites can hear and be heard.
- Do a video check with all remote sites and between sites at the start of each class to ensure that all sites can see and be seen.
- Many systems have a voice activated switching feature to automatically switch the camera to the speaker. Announce your name when you start speaking. Speak calmly and slowly, allowing the camera to adjust and focus on the speaker. Do not interrupt. Interrupting another speaker may cause the voice activated switching to become confused.
- Have students use the microphones the first day of class to introduce themselves so that they get comfortable using them. Remind them about the microphones throughout the first few weeks of class so that using them becomes a habit.
- Make it a standard practice for all sites to mute their microphones when not speaking. This practice enables the current speaker to be heard by all sites without interruption.
- Be aware of the transmission delay and allow a sufficient pause for others to comment. When speaking, do not hesitate because you see or hear something unexpected. Small delays are always present.
- Only one person/site should speak at a time for the audio to be picked up. Wait for individuals to finish talking completely before beginning to speak. Restate comments and questions to ensure that all sites hear them.
- Speak slowly. Interactive television classes require a more "auditory attention" than is needed in a self-contained room.
- Small noises can be big distractions. Avoid shuffling paper, covering the microphone, tapping fingers, or clicking pens. These noises can be picked up by the microphone and can be transmitted to the conference participants.
- Make use of the videotaping capabilities of the system to videotape your classes. These tapes may be used as review for students, make-up work for absent students, and teacher self-evaluation.
- Establish other communication methods outside the classroom using the telephone, e-mail, electronic office hours, or other forms of social media.
- Pay close attention to seating arrangements at the remote sites. Arrange desks and so that all students can easily be seen in the home and remote

sites. If possible, include into the frame the entry door for the classroom. This allows the teacher in the remote site to see if anyone enters or leaves the remote classrooms.

Teaching Tips:

- Be prepared. Have your lessons, graphics and activities well prepared in advance so that far site students receive what they need before the start of the class. On the other hand, be flexible enough to respond to student questions - hand draw graphics as needed.
- Try to look directly into the camera so that students at the remote sites sense that you are looking directly at them.   To create an even more personal presence, come closer to the camera or have it zoom in on you.
- Get to know your local and remote students as you would in a "traditional" class. Introduce and recognize each student on the first day of class. Learn names early and establish a personal relationship with each student. Call students by name.
- Encourage student involvement and interaction. Focus on including students at all sites. Ask questions of every location. Involve the sites in activities and discussion with each other. Let sites share information with each other from their classrooms. Listen as much as you lecture.
- Use names to direct questions to specific people.
- If using a blackboard or flip chart, talk only when facing the class and camera and use the microphone (some classrooms use a lavaliere mike for the teacher).
- Practice using the cameras and place "reference" points on the control pad at the teacher's station for materials and locations in the room that will be shown on the camera. When using the overhead camera (Elmo) or overhead projector, try to have all written materials printed in large, bold letters.
- Make students at the remote sites accountable for making sure they can hear you and can see any material you are presenting throughout the class.
- Periodically, place the "home site" students on camera. When the classes are all concentrating on the same task and you are not speaking, switch the classroom camera on so that the students in the remote sites can see the class in front of you.
- Consciously check with students at remote sites by asking them, by name, to answer questions or repeat material. Keep the "distant" learners

involved through monitoring and adjusting your approach.

- Small group work can be accomplished by site or with interactive teams. If the study groups are divided into school teams, small group work can be done with the audio turned down on the sensitive student mike system. This minimizes distracting noises caused by papers shuffling and murmuring among the students. The teacher can still monitor all sites from the teacher station and adjust the audio when questions are raised relevant to the whole group.
- While writing on paper or transparencies and using the document camera, watch the monitor for visual cues rather than the paper/transparencies.
- When geographically possible, periodically teach from each of the remote sites. This will give the local site students an appreciation of what it means to be a remote site student, and enable remote site students to have the instructor physically located in their classroom from time to time.

Preparing Graphics for Television

Charts, graphs, photos, newspaper or magazine articles, photographic slides, drawings, photos, maps, transparencies, illustrations, and computer-generated graphics can be displayed and broadcast in the Interactive Television classroom using the document camera (Elmo). You can probably use most visuals you've used previously; others may have to be revised or adapted.

Visuals used in the interactive classroom should be legible at all sites. In developing your graphics for television there are several key points you should keep in mind:

- Use non-white 8 1/2 X 11 paper.
- Use dark felt pens for "blackboard" exercises.
- Use different colors.
- Handwritten text should be at least 3/4 inch tall.
- Prepared text should be 20 points or larger in a legible style like Helvetica or Courier. Stay away from curlicues and flourishes.
- Wherever possible, use graphics rather than text and keep text to a minimum.
- Keep your visuals simple and clean.
- It is a good idea to create handouts of your visuals. Students always appreciate having them and they can review the visuals outside of class as

well.

TIP: Make the student handouts interactive by not providing all the information that is actually on the visuals you will be showing. Leave blank spaces so that students can fill in as you lecture.

Contingency Plan for Equipment Problems
If you experience equipment problems, follow these steps:

- Notify the site facilitator of the problem and have him/her attempt to correct the problem. Call (434) 797-8454. After 5:00 p.m. call (434) 799-6967.

- If this does not resolve the problem, telephone the site(s) which is having technical difficulties to ensure that the equipment is connected and functioning properly.

- If the problem cannot be resolved, decide on an alternate teaching strategy (videotaping or teaching by speaker phone) or decide to hold a make up session at a later date. Phone each distant site to notify the students of your decision.

- Leave a voice mail message for the Director of Learning Resources and Distance Learning describing the problem, actions taken, and status at (434) 797-8454.

Recording Distance Learning Classes

Off-site locations have various policies about conducting class when school is not in session because of snow, holidays, etc. In rare instances, another site may have problems with its equipment. For the convenience of the distance learning students, record every class session. The recorded sessions can be made available to the remote sites if needed via the Internet.

High School Issues

When broadcasting to high schools, you'll find that sometimes their schedules will differ from the College schedule or the high school may be closed due to

inclement weather while the College remains open. It is very important to establish a policy regarding instruction when days are missed at the remote sites. This policy should be clearly communicated to all students at the beginning of each term. Off-site students should know what is expected of them regarding the making up of class assignment, absences, etc. and about videotaping that will be available.

Contact Information ⌘

Danville Community College
(434) 797-2222
1 (800) 560-4291
434.688.0136 (vp)
http://www.dcc.vccs.edu/

Bookstore
(434) 797-8426

Learning Resources Center
Distance Learning HELP DESK (434) 797-8557
http://www.dcc.vccs.edu/LRC/e-learning/Contacts.htm

LAC (Testing)
(434) 797-8404
http://www.dcc.vccs.edu/LRC/LAC/testingcenter.htm

Mary M. Barksdale Library
(434) 797-8555
http://www.dcc.vccs.edu/lrc/library/library.htm

Counseling
(434) 797-8460
http://www.dcc.vccs.edu/Directory/Directory/Counseling.htm

Financial Aid
(434) 797-8438
http://www.dcc.vccs.edu/StudentServices/FinancialAid/financial_aid.htm

Registration
(434) 797-8467
http://www.dcc.vccs.edu/StudentServices/registration.htm

Trouble Numbers
HELP DESK: (434) 797-8557

Site Facilitator: (434) 797-8454
Director Learning Resources and Distance Learning:
(434) 797-8454

Foundation Hall 113 ICV Classroom
Telephone   (434) 797-8441

Appendix A

Quality Assurance Plan for Distance Learning
Synchronous Courses
Danville Community College
2010

The distance learning program at Danville Community College (DCC) enables students to achieve their educational goals through the electronic delivery of academically sound courses and educational support services. The Southern Association of Colleges and Schools defines distance education as the following:

> Distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmission through open broadcast, closed circuit, cable microwave, broadband lined, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Danville Community College's distance learning courses and programs provide the same academic standards, rigor, quality, and content as traditional on-campus courses. Danville Community College has implemented the *Quality Assurance Plan for Distance Learning* to ensure the quality and effectiveness of its distance learning courses. The College embraces the standards established by the Southern Regional Education Board in the *Standards for Online Courses* as part of its quality assurance efforts. As a member of the Virginia Community College System (VCCS), DCC uses the *eLearning Best Practices and Guidelines* to facilitate cooperation among the colleges of the VCCS.

Danville Community College employs the categories and instruments listed below to evaluate and document the quality and effectiveness of its synchronous distance learning courses and programs. The results of evaluation will be reported in Step 9 of the College's annual review of its strategic plan.

- Course Design – the instructor(s) developing the synchronous course will utilize the *Checklist for Synchronous Courses Design and Development: Faculty* when designing and developing the course. A synchronous course must meet 100% of the criteria outlined in the *Checklist* or make note of non-applicable criterion.

- Administrative Review – prior to course delivery, the dean of the division in which the course is to be offered will review the course using the criteria established in the *Standards for Online Courses* and the DCC *Checklist for Synchronous Courses Design and Development: Administrator*. A synchronous course must meet 100% of the criteria outlined in the *Checklist* or make note of non-applicable criterion.

- **Master Syllabi –** in order to foster consistency and quality in college programs, all distance learning

courses must utilize the Master Syllabus as the basis for the design and development of the course.

- **Technology and Technical Support Services –** the appropriateness of the technology used for course delivery and the adequacy of technical support services will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Synchronous Course Evaluation, Student Survey* and the *Distance Learning Synchronous Course Evaluation, Faculty Survey*. Results of the surveys will be reported to the Director of Learning Resources and Distance Learning.

- **Academic and Student Support Services** – the adequacy of academic and student support services will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Synchronous Course Evaluation, Student Survey* and the *Distance Learning Synchronous Course Evaluation, Faculty Survey*. Results of the surveys will be reported to the Dean of Student Success and Academic Advancement and the Director of Learning Resources and Distance Learning.

- **Outcomes assessment –** the following outcomes will be collected by the Office of Institutional Planning, Effectiveness, and Research:

  - **Student Achievement and Learning -** grades in remote sections of the synchronous distance learning course will be compared with the on-campus section of the same course.

  - **Student Retention and Completion Rates** - retention and completion rates in remote sections of the synchronous distance learning course will be compared with the on-campus section of the same course.

  - **Student Outcomes –** Student Learning Outcomes (SLOs) are identified and assessed at the division level. Course SLOs are the same regardless of the mode of delivery.

- **Student Satisfaction Survey –** student satisfaction with their distance learning experience will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Synchronous Course Evaluation, Student Survey*. Results of the survey will be reported to the appropriate division dean.

- **Faculty Satisfaction Survey** – faculty satisfaction with their distance learning experience will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Synchronous Course Evaluation, Faculty Survey*. Results of the survey will be reported to the appropriate division dean.

- **Faculty Evaluation** – All instructional faculty, regardless of the mode of instruction, will be evaluated using the College's established evaluation procedures as outlined in the DCC Policy Manual. The *Distance Learning Synchronous Course Evaluation, Student Survey* will be utilized as part of the faculty evaluation process.

Approved by Vice President's Council, March 22, 2011
Approved by the College Management Team, May 4, 2011

Appendix B

Criteria for Course Selection

The following criteria should be used when selecting a course to be taught via distance learning:

- Potential Enrollment
- Do topics, title and segments have high interest?
- Is interest level documented by any data?
- Is the course of general appeal or does it target a relatively small group of potential students?

Potential Longevity

- Will the subject matter become obsolete too soon to permit long-term (2-4 years) utilization without major revisions?
- Is the course material too topical to allow long-term (2-4 years) appeal?

Adaptability to Delivery by Distance Learning

- Will the course be comparable in academic quality to on-campus offerings?
- Is the proposed course construction consistent with the distance learning philosophy?
- Are appropriate technologies available for delivery of the course?

Cost

- Is the estimated cost within reasonable limits for anticipated use?
- Will delivery of the course be cost-effective for time needed by distance learning staff?
- Does the proposed course have potential marketability to other colleges?

Curriculum Relationship

- Is the course directly related to other courses?
- Is the course transferable?
- Is the course a general education requirement, elective course, or completely separate from existing curricula?
- Is the course a prerequisite or lead-in to another course?

Appendix C

Distance Learning Synchronous Course Development and Review Guide
Danville Community College
Learning Resources and Distance Learning

Instructor:_____Course: _____

Date:_____

This checklist will guide you through the process of ensuring that your distance learning course meets the criteria outlined in the DCC *Quality Assurance Plan for Distance Learning.* The College's instructional designer can provide invaluable assistance with developing your course. Please have the appropriate person initial each step after its completion. When completed, this checklist will be kept on file in your course development folder in the TLT Center.

1. ____Obtain a copy of the *Handbook for Synchronous Course Design and Review* from the College's instructional designer in the TLT Center. {Instructional designer}

2. ____Review the criteria for course selection (Appendix B, *Handbook for Synchronous Course Design and Review).* {Faculty developer}

3. ____Request approval for course development from the appropriate division dean. {Division dean}

4. ____Review the criteria for course design and development as set forth in the *Checklist for Synchronous Course Design and Development* (Appendix D, *Handbook for Synchronous Course Design and Review).* The *Checklist* will help ensure that the course meets the standards for quality and effectiveness outlined in the *Quality Assurance Plan for Distance Learning.* {Faculty developer}

5. ____When course development has been completed, submit the completed *Checklist for Synchronous Course Design and Development* to the appropriate division dean along with copies of the course syllabus and outline. {Faculty developer}

6. ____Division dean reviews the course using the *Checklist for Synchronous Course Design and Development.* If course revisions are needed, the dean's *Checklist* with appropriate comments is returned to the faculty developer for course modification. {Division dean }

7. ____If the course meets the standards for quality and effectiveness outlined in the *Quality Assurance Plan for Distance Learning,* the *Checklist for Synchronous Course Design and Development* is signed by the division dean. Copies are sent to the faculty course developer(s) and the College instructional designer. All other completed paperwork including the above-mentioned forms should be returned to the College instructional designer to keep on file for future reference. {Division dean}

Appendix D

Checklist for Synchronous Course Design and Development

Quality Assurance Plan for Distance Learning

Danville Community College

Instructions: Use this checklist to evaluate the quality and effectiveness of the proposed synchronous distance learning course. For each of the following criteria, place a " ✔ " in the appropriate column to rate the extent to which the criteria has been met. To meet the DCC *Quality Assurance Plan for Distance Learning* review expectations, a synchronous course must meet 100% of all criteria outlined in the *Checklist for Synchronous Course Design and Development: Faculty*. Items that "Partially Meets Criteria" or "Does Not Meet Criteria" must be modified to meet the standards for quality and effectiveness outlined in the *Checklist* prior to being offered. The College recognizes that not all courses are alike and therefore the standards for quality and effectiveness may differ. If specific criterion in the *Checklist for Synchronous Course Design and Development: Faculty* does not apply to the course

being reviewed, a statement of non-applicability should be made in the "Comments" section of the *Checklist*. The Dean of the division in which the course is to be offered and the Vice President of Academic and Student Services will make the final determination if the course meets the expectations of the *Quality Assurance Plan for Distance Learning* and will be offered for enrollment.

Course being reviewed**:**

Division: **Date:**

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
Course Introduction and Orientation				
1. The course clearly states the following items: a. Notice of ADA and special needs accommodations b. Policy statement on academic dishonesty c. Late paper/missed assignment policy d. Required texts and other course materials e. Alternative methods for contacting the instructor (telephone number(s), email address, Facebook, etc.) f. Course pre-requisites and co-requisites g. College attendance policy including a statement on "No Shows/Withdrawal for Attendance" h. A list of topics to be covered	a. __ ___ b. __ ___ c. __ ___ d. __ ___ e. __ ___ f. __ ___ g. __ ___ h. __ ___	a. __ ___ b. __ ___ c. __ ___ d. __ ___ e. __ ___ f. __ ___ g. __ ___ h. __ ___	a. __ ___ b. __ ___ c. __ ___ d. __ ___ e. __ ___ f. __ ___ g. __ ___ h. __ ___	

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
2. The course clearly states the technological expertise students need and what technology they must have to successfully complete the course.				
3. Instructions for how students are to access course components and get started in the course are clearly stated.				
Learning Objectives and Outcomes				
4. The SCHEV/DCC educational objectives to be covered are clearly defined.				
5. Assignments, tests, and other assessments are clearly supportive of topic mastery and the assessment of SCHEV and DCC Educational Objectives designated in the Master Syllabi.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
6. The course grading procedure is clearly stated.				
7. Academic standards and course content are equivalent to those of comparable courses delivered on campus.				
8. Learning outcomes are equivalent to learning outcomes of comparable courses delivered on campus.				
9. The course is consistent with the institution's role and mission.				
Communications				
10. The methods and expectations for interaction between the instructor and distant students are clearly defined.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
11. The methods and expectations for interaction between students are clearly defined.				
12. Standards for instructor availability and instructor/student interaction, including timely and frequent feedback about student progress are clearly stated.				
13. Alternative means for communicating with distant students are established in case of technical problems.				
Learning Resources				
14. The course provides clear instructions on how to access library and information resources.				
15. The course provides a clear description of tutoring services offered and how students may obtain a tutor.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
16. The course links to or provides a clear description of proctored testing services.				
17. Students and the instructor are given the opportunity to evaluate the adequacy of learning resources.				
Faculty Support				
18. The faculty is provided with adequate technology and software to effectively support instruction and communication.				
19. Appropriate training and professional development has been provided for the faculty teaching the course.				
20. Adequate technical support is provided for the faculty teaching the course.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
21. Qualified faculty provides appropriate supervision of the course.				
22. Faculty-to-student ratios are appropriate for the subject matter of the course, mode of delivery, and technology involved.				
Student Support				
23. The course provides a clear description of student support services and how distant students may access services including counseling, advising, financial aid, and student activities.				
24. The course provides clear instructions on how to contact the distance learning "Help Desk" for technical support issues.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
25. Students and the instructor are given the opportunity to evaluate the adequacy of student support services.				
Course Design and Structure				
26. The technology and mode for delivering the course is appropriate and supports the learning objectives and outcomes.				
27. All instructions for accessing resources, materials, and using course components are complete and easily understood.				
28. Instructional material is easily accessible.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
29. All materials and resources used in the course comply with federal copyright law.				
30. The course complies with the requirements established by the Americans with Disabilities Act.				

I have reviewed this proposed asynchronous distance learning course and verify that it meets all of the standards for quality and effectiveness stated in the criteria above.

Course Developer(s)

Name: Division: Date:

Name: Division: Date:

Division Dean

Name: Division: Date:

Vice President of Academic and Student Services

Name: Division: Date:

Approved by Vice President's Council, March 22, 2011
Approved by the College Management Team, May 4, 2011

Appendix E

Checklist for Synchronous Course Design and Development, Annotation

Quality Assurance Plan for Distance Learning

Danville Community College

Instructions: The *Review Checklist for Synchronous Course Annotation* will assist you to evaluate the quality and effectiveness of the proposed synchronous distance learning course. For each criterion set forth in the *Review Checklist for Synchronous Courses*, the reviewer is provided with suggested "Considerations and Examples" that may assist in the evaluation. The "Considerations and Examples" do not prescribe what is required to meet the criteria. Each course is different and should therefore be judged on its own merits. The "Considerations and Examples" represent possible elements that may be present when meeting the criteria.

CRITERIA	CONSIDERATIONS AND EXAMPLES
Course Introduction and Orientation	
31. The course clearly states the following items: a. Notice of ADA and special needs accommodations b. Policy statement on academic dishonesty c. Late paper/missed assignment policy d. Required texts and other course materials e. Alternative methods for contacting the instructor (telephone number(s), email address, Facebook, etc.) f. Course pre-requisites and co-requisites g. College attendance policy including a statement on "No Shows/Withdrawal for Attendance" h. A list of topics to be covered	Look for specific statements of: • ADA services and how learners can gain access to these services. • Copyright compliance. • Academic dishonesty • Late paper/missed assignment policy • Course pre-requisites and co-requisites • College attendance policy including a statement on "No Shows/Withdrawal for Attendance" • Contact information Consider placing in your syllabus or course outline: • Links to the student policy handbook. • Links specifically to pages and/or sections of the College's policy manual. • Links to specific College web pages. • Looks for definitions of plagiarism and copyright. • Looks for rules about quoting sources.

CRITERIA	CONSIDERATIONS AND EXAMPLES
32. The course clearly states the technological expertise students need and what technology they must have to successfully complete the course.	Are technology requirements for student/instructor communication or completing assignments including hardware, web browser, and software requirements specified? Web conferencing software, operating systems, processor speed, plug-ins and connection speed should also be specified. Is the level of technology proficiency the student is expected to have in order to successfully complete the course clearly defined? Prerequisite skills in the use of technology should be identified. The course should describe what skills and knowledge of Internet and software applications are needed.
33. Instructions for how students are to access all course components, both synchronous and asynchronous, and how to get started in the course are clearly stated.	• All distance courses should have instructor contact information listed on the DCC course schedule along with a note stating that the instructor should be contacted for info to start class. • Is a course orientation provided? If the orientation is online, the URL for the orientation needs to be provided along with access instructions. If the orientation is live or synchronous, then the location along with the date and time needs to be specified. • All course notes, handouts, etc. should be readily accessible. • Instructions in how to access and use web conferencing programs should be clearly explained. • Look for clear instructions on how students can obtain needed plug-ins and software packages, text books, and other course components.
Learning Objectives and Outcomes	
34. The SCHEV/DCC educational objectives to be covered are clearly defined.	• Instructors should list course objectives within the course and/or post the official college course outline. • Goals and objectives are measurable and clearly state what the students will know or be able to do at the end of the course.
35. Assignments, tests, and other assessments are clearly supportive of topic mastery and the assessment of SCHEV and DCC Educational Objectives designated in the Master Syllabi.	Evidence that learning activities are tied to course objectives and outcomes. Consider listing appropriate objectives within each learning unit/activity Content and assignments are of sufficient rigor, depth and breadth to teach the objectives being addressed.

CRITERIA	CONSIDERATIONS AND EXAMPLES
	Learning activities align with assessment and course objectives. Examples of inconsistency: (1) The objective is to be able to "write a persuasive essay" but the assessment is a multiple choice test. (2) The objective is to "demonstrate discipline-specific information literacy" and the assessment is a rubric-scored term paper, but learners are not given any practice with information literacy skills on smaller assignments. Examples of objective/assessment alignment: • A problem analysis assessment to evaluate critical thinking skills. • Multiple choice quiz to test vocabulary knowledge. • A composition to assess writing skills.
36. The course grading procedure is clearly stated.	Look for clarity of presentation to the learner here, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand. Example: • A list of all activities, tests, etc. that will affect the learners' grade clearly stated at the beginning of the course. • List the grading scale itself and any weighting applied to different types of work within the course.
37. Academic standards and course content are equivalent to those of comparable courses delivered on campus.	Academic standards, content, and assignments are aligned with the master syllabus for the course.
38. Learning outcomes are equivalent to learning outcomes of comparable courses delivered on campus.	Learning outcomes are aligned with the Learner Outcomes of the master syllabus for the course.

CRITERIA	CONSIDERATIONS AND EXAMPLES
39. The course is consistent with the institution's role and mission.	The course supports and contributes to the College's mission.
Communications	
40. The methods and expectations for interaction between the instructor and distant students are clearly defined.	Distant students need to feel that the instructor is close at hand. Look for examples such as: • Established "Electronic office hours" • Instructions in how to access and use web conferencing programs should be clearly explained. • Clearly defined methods of communication such as email address, telephone number(s), or chat room or chat sessions on selected topics. • An invitation for the class to email the instructor with individual concerns. • A clear and detailed statement regarding the method and tools used by students to submit assignments. Information should include location of assignment submission (typically the course dropbox), any file type requirements, late assignment policies, etc.
41. The methods and expectations for interaction between students are clearly defined.	A clear statement of requirements is particularly important when a type of interaction (e.g. participation in a discussion) is not optional. What are the penalties for non-participation? Impact on grade etc.? Example: • Self-introduction exercise; group discussion postings; group projects; peer critiques, etc. • Students required to participate in online discussions are told how many times each week they must post original comments, how many times they must post responses to other's comments, what the quality of the comments must be, how the comments will be evaluated, and what grade credit they can expect for various levels of performance.

CRITERIA	CONSIDERATIONS AND EXAMPLES
42. Standards for instructor availability and instructor/student interaction, including timely and frequent feedback about student progress are clearly stated.	Distant students need clear information about how quickly the instructor will respond and how frequently he or she is available. Informing students about instructor response and availability times prevents unreasonable expectations from developing (such as anticipating a response from an email in the middle of the night). Look for clear standards for instructor response time for key events and interactions, including e-mail turnaround time, time required for grade postings, discussion postings, etc. Also look for clear standards for instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person) if applicable. This criterion does not prescribe what that response time and availability ought to be.
43. Alternative means for communicating with distant students are established in case of technical problems.	All faculty delivering via video conference should plan for alternate delivery in case of technical problems such as continuing the class by speakerphone, taping the class, or assigning make-up class work via fax, phone, e-mail, web conferencing, or Blackboard.
Learning Resources	
44. The course provides clear instructions on how to access library and information resources.	Distant learners need to know about and be able to obtain access to educational resources by remote access. Information on these resources should be readily available to distant students; clear instructions on how to access them should be provided. Examples: • A link to DCC Library. The DCC Library web site will provide clear instructions on how to obtain library and information resources: http://www.dcc.vccs.edu/lrc/library/library.htm • The instructor mails to learners a custom CD he/she has prepared for the course. • An explanation of how to obtain full text journal articles is provided in the assignment that requires their use.

CRITERIA	CONSIDERATIONS AND EXAMPLES
45. The course provides a clear description of tutoring services offered and how students may obtain a tutor.	Link to DCC Tutoring Center: http://www.dcc.vccs.edu/lrc/tutoring/tutoringcenter.htm The DCC Tutoring Center web site will provide clear instructions on how to request tutoring services. Online tutoring is available to distance learning students.
46. The course provides a clear description of proctored testing services.	Link to DCC Testing Center: http://www.dcc.vccs.edu/LRC/LAC/testingcenter.htm The DCC Testing Center web site will provide clear instructions on how to send and receive testing material for both the instructor and the students.
47. Students and the instructor are given the opportunity to evaluate the adequacy of learning resources.	Does the course calendar include a provision for the administration of the *Distance Learning Course Evaluation, Faculty Survey* and the *Distance Learning Course Evaluation, Student Survey*?
Faculty Support	
48. The faculty is provided with adequate technology and software to effectively support instruction and communication.	• Adequate technology for teaching synchronously includes access to a VTC, web conferencing, a current computer, printer, and other necessary hardware for course design, delivery, and management. • An adequate Internet connection, email, an online course management system such as Blackboard, and appropriate software such as the MS Office Suite. • Depending on the requirements of the course, other technology and software may be needed.
49. Appropriate training and professional development has been provided for the faculty teaching the course.	Appropriate training and professional development may include: • Video Teleconferencing system training • Web conferencing training • Blackboard training • Distance learning course development training • Distance learning teaching theory and practice seminars • Training in the use of specialized software and hardware

CRITERIA	CONSIDERATIONS AND EXAMPLES
50. Adequate technical support is provided for the faculty teaching the course.	Adequate technical support may include: • Course design assistance • VTC support • Web conferencing support • Blackboard administration and support • Web Master and web support • E-mail support • IT support • A college maintained "Help Desk" • A FAQ webpage.
51. Qualified faculty provides appropriate supervision of the course.	
52. Faculty-to-student ratios are appropriate for the subject matter of the course, mode of delivery, and technology involved.	
Student Support	
53. The course provides a clear description of student support services and how distant students may access services including counseling, advising, financial aid, and student activities.	A description of student support services is provided. Clear instructions regarding how distant students may obtain student support services are provided. The instructor is the first in line for support and is responsible for all questions/concerns regarding course content including assignments, assessment, how to login, how to use Blackboard and other software, and how to upload files. Information about or links to where the student can get support for issues outside of class work include: ▪ Help desk information ▪ Library and information resources ▪ Tutoring

CRITERIA	CONSIDERATIONS AND EXAMPLES
	- Testing - Advising - Financial aid - Counseling - Bookstore - ADA Office
54. The course provides clear instructions on how to contact the IT and distance learning "Help Desk" for technical support issues.	The DCC IT and Distance Learning support staff are responsible for the course delivery hardware: in this case the VTC, Web server and the Blackboard system. Technical support covers questions about such topics as inoperative passwords for email, Blackboard, and the SIS, and information on the availability of system resources. It does not include help with course content, assignments, assessment, and academic or student support services. Look for evidence that students have access to technical support services from within the course. The purpose is not to review the adequacy of those services on an institutional level. Examples: - A clear description of the services, including a link to a technical support website(s). - Clear instructions on how to contact the instructor if the VTC connection is broken. - An email link to an online learning helpdesk. - A phone number(s) for an online learning helpdesk. - A link to the Distance Learning FAQ web page.
55. Students and the instructor are given the opportunity to evaluate the adequacy of student support services.	Does the course calendar include a provision for the administration of the *Distance Learning Course Evaluation, Faculty Survey* and the *Distance Learning Course Evaluation, Student Survey*?
Course Design and Structure	
56. The technology and mode for delivering the course are appropriate and supports the learning	As standards of delivery mode change over time (for example, from ISDN to ATM to IP) the reviewers may want to judge as a team whether or not course tools, media, and

CRITERIA	CONSIDERATIONS AND EXAMPLES
objectives and outcomes.	delivery modes meet current standards for widespread accessibility. Look for tools and media in the course that help learners actively engage in the learning process, rather than passively "absorbing" information. Examples may include: • Adequate and easy to use audio and video hardware both locally and remotely. Access to a document camera, DVD/VCR, computer, and appropriate presentation software. • Use of Blackboard. • Use of web conferencing programs.
57. All instructions for accessing resources, materials, and using course components are complete and easily understood.	Everything must be explained to the students in detail. Do not assume anything - students may not all know how to handle email, Blackboard, the Internet, discussion boards, etc. that your course may require. It is the instructor's responsibility to anticipate this and orient the students. • Instructions should provide a general course overview and expectations. • Instruction on how to use the VTC system including microphones, camera controls, and the document camera • Instructions on accessing and using web conferencing programs. • Instructions should be written in a straightforward manner (use bold, italics, or underlining for major points). • Omit extensive sections of narrative. Hands on tutorials work better. • Course resources, materials, and components should be clearly defined and, when appropriate, instructions on how to use them provided
58. Instructional material is easily accessible.	If some of the course resources, including textbooks, videos, CD-ROMs, etc., are unavailable within the framework of the synchronous environment, investigate how learners would gain access to them, and examine their ease of use. Examples: • If textbooks and/or CDs are used, titles, authors, publishers, ISBN numbers, copyright dates, and information as to where copies can be obtained, are listed. • Links are provided to any online resources. • Required software is listed, along with instructions for obtaining and installing it. • File formats are universal rather than proprietary.

CRITERIA	CONSIDERATIONS AND EXAMPLES
	• All course notes, handouts, etc. should be readily accessible, • Class assignments, as well as due dates and assessment criteria, are clearly stated, • Supplemental materials such as reading lists, online resources, and special tutorials should be readily accessible.
59. All materials and resources used in the course comply with federal copyright law.	The course provides a "notice to students that materials used in connection with the course may be subject to copyright protection." An active link to more general information resources may also be provided. • http://www.dcc.vccs.edu/lrc/LRC/copyright.htm • Danville Community College is committed to promoting an environment of respect for and responsible use of the intellectual property of others. It is the policy of the College to comply with all state and federal copyright laws. Although a work may be accessible on the Internet or through other electronic means and contain no statement of copyright, copyright law provides that such works are protected by copyright. Use of copyrighted materials is prohibited without the permission of the copyright holder or under the provisions of federal copyright laws. The full text of the United States Copyright Law, Title 17, United States Code, Sect. 101, et seq. can be found at http://www.copyright.gov/title17/ . Additional information on copyright can be found at http://www.dcc.vccs.edu/lrc/LRC/copyrightteachact.htm . Evidence of copyright compliance is shown. Examples: • Statements of credit for borrowed documents. • Learning Object Repository information is given for objects included in the course.

CRITERIA	CONSIDERATIONS AND EXAMPLES
60. The course complies with the requirements established by the Americans with Disabilities Act.	ADA compliance is the most fluid of the review standards. Blackboard offers features that implement ADA. Look for a notice of ADA and special needs accommodations and where learners may gain access to ADA services.

Organizational Structure for Distance Learning Oversight and Implementation

The Vice President of Academic and Student Services is accountable for the leadership and the development of the College's academic policies and programs including distance learning.

The Director of Learning Resources and Distance Learning reports to the Vice President of Academic and Student Services and is responsible for academic support services including the following:

- Technology infrastructure necessary to reliably support and expand distance learning opportunities;
- Blackboard administration;
- Web conferencing;
- Distance learning "Help Desk" to provide assistance for students and the faculty with technical questions related to distance learning technology and software applications;
- Professional development and training opportunities for the faculty and staff teaching and supporting distance learning activities;
- Technical and design assistance for the faculty to assist with course development;
- Design and maintenance of distance learning web pages (institutional level);
- Library services;
- Testing services (not including placement testing);
- Tutoring services;
- Conducting surveys of the faculty and students on the effectiveness of the delivery of distance learning;
- Representing the College on the VCCS Distributed and Distance Learning Committee.

The Dean of Student Success and Academic Advancement reports to the Vice President of Academic and Student Services and is responsible for student support services including the following:

- Admissions;
- Placement testing;
- Counseling;
- Financial aid;
- Maintaining student records;
- Student clubs and activities;
- College Catalog;
- Career Center;
- Student orientation.

The Office of Institutional Planning, Effectiveness, and Research is responsible for distance learning outcomes assessment including the following:

- Student Achievement and Learning - grades in distance learning courses will be

compared with comparable sections of the same course offered in traditional formats;

Handbook for Synchronous Course Design and Review

- Student Retention and Completion Rates - retention and completion rates in distance learning courses will be compared with comparable sections of the same course offered in traditional formats;
- Student Satisfaction Surveys;
- Faculty Satisfaction Surveys.

In all other aspects, the academic division deans and the Vice President of Workforce Services are responsible for the support and management of the distance learning curriculum, faculty, and students including the following:

- Development and delivery of distance learning degrees, diplomas, certificates, and courses;
- Partnership agreements with other colleges and organizations;
- Marketing and promotion of distance learning programs and courses;
- Assessment of distance learning programs and courses;
- Ensuring that distance learning programs and courses meet all program and accreditation requirements;
- Faculty policies and procedures;
- Appropriate student records;
- Ensuring that distance learning programs and courses meet the same academic standards, criteria, quality, and content as traditional on-campus courses.

Approved by the College Management Team, May 4, 2011

Appendix G

Course Prefix & Number - Term - Student Synchronous Course Survey

Course Prefix & Number – Course Name – Term - Instructor

Course Prefix & Number (Course ID)
Graphics
Instructor's Name
Term

Danville Community College is requesting your evaluation of this distance learning course. Information from this survey will better enable us to provide a quality distance learning program for our students. Responses on this survey will be transmitted anonymously; therefore, your identity will not be known. Please take a few minutes to answer the following questions now. Click on the appropriate answer for each question. Please feel free to elaborate on any of your answers in the space provided at the end of this survey. When you finish, you will see a "Done" button. Clicking on it will submit your evaluation automatically. Thank you.

1. How did you find out about this course?

◉ DCC Online Schedule

○ VCCS Online

○ Printed Course Schedule

○ Other (please specify)

[   ]

2. The information about this course in the source(s) which you selected in number 1 above was clear and informative:

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

3. Registration procedures made it easy and convenient to enroll in this class.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

4. Instructions for getting started in the course, accessing materials, and using course components were complete and easily understood.

○ strongly agree

agree

○ no opinion

○ disagree

○ strongly disagree

5. The course text and other required materials were obtained easily and in a timely manner.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

6. Course assignments, tests, and other materials were received easily and in a timely manner.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

7. Audio communication was effective.

● strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

8. The video component of this course was easily viewed and effective.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

9. The methods for communicating with the instructor and other students (bulletin board, chat room, email, web conferencing, etc.) were easy to use and effective.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

10. Which form of communication in question 9 was most effective? Least effective? Please explain your answer.

11. If technical problems were encountered, technical assistance in resolving the problems was adequate.

- ○ strongly agree
- ○ agree
- ○ no opinion
- ○ disagree
- ○ strongly disagree

12. Access to appropriate library and other learning resources and services was adequate to meet course requirements.

- ○ strongly agree
- ○ agree
- ○ no opinion
- ○ disagree
- ○ strongly disagree

13. Access to appropriate tutoring services was adequate to meet course requirements.

- ○ strongly agree
- ○ agree
- ○ no opinion
- ○ disagree
- ○ strongly disagree

14. Access to appropriate testing services was adequate to meet course requirements.

- ○ strongly agree
- ○ agree
- ○ no opinion
- ○ disagree
- ○ strongly disagree

15. Access to student services including counseling, advising, and financial aid was adequate to meet course and curriculum requirements.

	strongly agree	agree	no opinion	disagree	strongly disagree
Counselin	○	○	○	○	○

	strongly agree	agree	no opinion	disagree	strongly disagree
Advising	○	○	○	○	○
Financial Ai	○	○	●	○	○

16. The course the instructor presented was consistent with the course description in the catalog.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

17. The course outline clearly stated course objectives, grading policies, and important dates.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

18. The course outline clearly stated the methods and expectations for faculty/student interaction and student-to-student interaction.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

19. The course outline clearly stated the technical competencies and skills needed by the student as well as the software and equipment requirements for successfully complete the course.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

20. The objectives stated in the course outline were achieved.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

21. Print materials such as textbooks, study guides, outside readings, etc. were an appropriate match for the objectives of the course.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

22. Online and electronic resources, if any, were an appropriate match for the objectives of the course.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

23. The instructor was organized and well-prepared for the course.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

24. The instructor encouraged participation.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

25. Ample opportunity was provided to question and interact with the instructor.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

26. Ample opportunity was provided to interact with other students in the class.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

27. Course assignments were beneficial.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

28. Tests were representative of the assigned material.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

29. The instructor evaluated and returned student work in a timely manner (within 2 weeks).

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

30. The instructor was regularly available, easy to contact, and encouraged students to seek help when needed.

○ strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

31. If you selected "disagree" or "strongly disagree" to any of the statements above, please provide comments on your answer.

32. Overall, the delivery and presentation of this web-based course was well designed and a positive experience.

○ Overall, the delivery and presentation of this course was well designed and a positive experience. strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

33. What is your overall rating of the instructor's knowledge of subject content?

○ excellent

○ good

○ no opinion

○ fair

○ poor

34. What is your overall rating of the instructor's teaching abilities?

○ excellent

○ good

○ no opinion

○ fair

○ poor

35. I have learned a great deal in this course.
strongly agree

○ agree

○ no opinion

○ disagree

○ strongly disagree

36. You may use the box below to comment on any aspect of this online course that you think will help improve it. Examples may include what you liked most, what you liked least, what would encourage you to interact with the instructor and classmates more frequently, etc.

[text box]

Done >>

Danville Community College

Appendix H

Distance Learning Synchronous Course Evaluation, Faculty Survey

Please circle one answer for each of the following statements and write any comments you may have in the space provided.

Course Name, Prefix, and Number:

Instructor: _____ **Date:** _____

SERVICES

1. College schedules, recruiting, and admissions materials clearly and accurately represented the course and available services.
(A)	(B)	(C)	(D)	(E)
strongly agree	agree	no opinion	disagree	strongly disagree

2. Registration procedures were convenient for students to enroll in the distance learning class:
(A)	(B)	(C)	(D)	(E)
strongly agree	agree	no opinion	disagree	strongly disagree

3. Students were able to obtain the course text and other required material easily and in a timely manner:
(A)	(B)	(C)	(D)	(E)
strongly agree	agree	no opinion	disagree	strongly disagree

4. Students at the remote site(s) had adequate access to library services.
(A)	(B)	(C)	(D)	(E)
strongly agree	agree	no opinion	disagree	strongly disagree

5. Students at the remote site(s) had adequate access to tutoring services.
(A)	(B)	(C)	(D)	(E)
strongly agree	agree	no opinion	disagree	strongly disagree

6. Testing services for remote students were adequate to meet course objectives.
(A)	(B)	(C)	(D)	(E)
strongly agree	agree	no opinion	disagree	strongly disagree

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

COURSE PRESENTATION

8. The video portion of the presentation was easily viewed and effective:

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

9. The audio portion of the presentation was easily heard and understood:

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

10. I had ample opportunity to question and interact with students locally:

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

11. I had ample opportunity to question and interact with the students at the distant site(s):

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

12. The distance learning and multimedia equipment functioned properly:

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

13. I was able to send and receive course materials easily and in a timely manner:

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

14. The distance learning staff was helpful and provided timely assistance.

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

15. Overall, the delivery and presentation of this course via distance learning were a positive experience.

	(A)	(B)	(C)	(D)	(E)
	strongly agree	agree	no opinion	disagree	strongly disagree

16. I would teach this or another course via distance learning. Why or why not?

14. How can we improve the distance learning program?

Thank you for your suggestions.

Appendix I

DCC Mission, Goals, and General Education Objectives

Vision Statement

Danville Community College will be the college of choice in our region for exemplary educational programs and services.

Mission Statement

Danville Community College is committed to providing quality comprehensive higher education and workforce programs and services to promote student success and to enhance business and community development.

College Goals

The seven goals of the College are:

1. **Educational Programs:** The College will provide quality credit and non-credit educational programs and instruction.
2. **Faculty and Staff:** The College will have an excellent faculty and staff.
3. **Academic and Student Services:** The College will provide quality services to assist students in achieving their academic and personal goals.
4. **Educational Environment:** The College will have facilities, equipment, and technology that enhance an effective learning environment.
5. **Outreach Programs:** The College will have a comprehensive outreach program.
6. **Community Relations:** The College will foster effective partnerships.
7. **Resources:** The College will obtain and use resources to achieve its mission and goals.

DCC General Education Goals and Student Learning Outcomes*

Danville Community College graduates will demonstrate competency in the following general education areas:

1. Communication

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. DCC graduates will demonstrate the ability to:

1.1 understand and interpret complex materials;

1.2 assimilate, organize, develop, and present an idea formally and informally;

1.3 use standard English;

1.4 use appropriate verbal and non-verbal response in interpersonal relations and group discussions;

1.5 use listening skills; and

1.6 recognize the role of culture in communication.

2. Critical Thinking

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. DCC graduates will demonstrate the ability to:

2.1 discriminate among degrees of creditability, accuracy, and reliability of inferences drawn from given data;

2.2 recognize assumptions, or presuppositions in any given source of information;

2.3 evaluate the strengths and relevance of arguments on a particular question or issue;

2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;

2.5 determine whether certain conclusions or consequences are supported by the information provided; and

2.6 use problem solving skills.

3. Cultural and Social Understanding

A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. DCC graduates will demonstrate the ability to:

3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;

3.2 describe their own as well as others' personal ethical systems and values within social institutions;

3.3 recognize the impact that arts and humanities have upon individuals and cultures;

3.4 recognize the role of language in social and cultural contexts; and

3.5 recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.

4. Information Literacy

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. DCC graduates will demonstrate the ability to:

4.1 determine the nature and extent of the information needed;

4.2 access needed information effectively and efficiently;

4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;

4.4 use information effectively, individually, or as a member of a group, to accomplish a specific purpose; and

4.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

5. Personal Development

An individual engaged in personal development strives for physical well-being and emotional maturity. DCC graduates will demonstrate the ability to:

5.1 develop and/or refine personal wellness goals; and

5.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

6. Quantitative Reasoning

A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions. DCC graduates will demonstrate the ability to:

6.1 use logical and mathematical reasoning within the context of various disciplines;

6.2 interpret and use mathematical formulas;

6.3 interpret mathematical models such as graphs, tables, and schematics and draw inferences from them;

6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;

6.5 estimate and consider answers to mathematical problems in order to determine reasonableness; and

6.6 represent mathematical information numerically, symbolically, and visually, using graphs and charts.

7. Scientific Reasoning

A person is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

DCC graduates will demonstrate the ability to:

7.1 generate consistent arguments based on empirical evidence;

7.2 distinguish a scientific argument from a non-scientific argument;

7.3 reason by deduction, induction, and analogy;

7.4 distinguish between causal and correlational relationships; and

7.5 recognize methods of inquiry that lead to scientific knowledge.

Complements Virginia Community College System General Education Goals and Student Learning Outcomes (www.vccs.edu) Note: Reaffirmed by DCC Curriculum Committee, March 27, 2014.