

*Bevill State  
Community College*



*Distance Education  
Faculty Manual*

## **Bevill State Community College Distance Education Faculty Manual**

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*Bevill State Community College is an equal opportunity employer. It is the official policy of the Alabama Department of Postsecondary Education, including postsecondary institutions under the control of the State Board of Education, that no person shall, on the grounds of race, color, handicap, gender, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity or employment. Bevill State Community College will make reasonable accommodations for qualified disabled applicants or employees. The College complies with non-discrimination regulations under Title VI and Title VII of the Civil Rights Act of 1964, under Title IX of the Education Amendments of 1972, and under Sections 503 and 504 of the Rehabilitation Act of 1973.*

## Welcome to Distance Education at Bevill State

Welcome!

Thank you for your interest in Bevill State's Distance Education Program. As you may know, distance education is rapidly growing nationwide. Bevill State, with the support of Chancellor Byrne, looks forward to developing a stronger distance education program to provide additional opportunities for students in pursuit of higher education.

This manual is designed to assist you in the process of developing and implementing distance education courses. It explains procedures, policies, and provides helpful hints designed to assist you as you move through the steps of requesting, scheduling, designing, and teaching distance education courses.

As you consider the development of a course and move toward teaching a distance education course, please be assured that assistance is available. Important contact numbers are listed below for your reference.

- Danny Arnold, Director of Computer Services, President's Advisory Committee for Distance Education, extension 5414
- Kristi Barnett, Associate Director of OPRIE, President's Advisory Committee for Distance Education, extension 5703
- Leslie Cummings, Division Chair for Distance Education, extension 5269
- Kim Eddy, President's Advisory Committee for Distance Education, extension 5367
- Leisha Hultgren, President's Advisory Committee for Distance Education, extension 5244
- Kristie Ramsey, Instructional Designer, President's Advisory Committee for Distance Education, extension 5194
- Todd Ramsey, President's Advisory Committee for Distance Education, extension 5166
- Melissa Stowe, Assistant to the Dean of Students, President's Advisory Committee for Distance Education, extension 5813
- Greg Taylor, President's Advisory Committee for Distance Education, extension 5355
- Rebecca Vanzant, President's Advisory Committee for Distance Education, extension 5206
- Tyrone Webb, President's Advisory Committee for Distance Education, extension 5238
- Wendy Wood, President's Advisory Committee for Distance Education, extension 5760
- Technical support for computer systems can be provided by the Computer Services Technician on your campus.

## Definition of Terms

**Distance Education** - 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. (Southern Accreditation of Colleges and Schools)

**IITS** (Interactive Intercampus Television System) – a course that uses interactive telecommunication technologies which allow two or more campuses to interact via two-way video and audio transmissions simultaneously ([www.wikipedia.org](http://www.wikipedia.org)).

**Face-to-face/Traditional Course** - a course in which instruction takes place in the traditional classroom environment, where instructors and students meet in the same place at the same time for the required number of instructional hours.

- Web-supported course – a face-to-face course in which supplemental course information is made available online ([www.sloan-c.org](http://www.sloan-c.org)).

**Online Course** – courses that can be accessed anywhere and anytime via the Internet. The online course makes use of the Internet technology and related applications to deliver student learning at flexible times and places (Boettcher, 1999). Online courses include both web-based and hybrid courses.

- Web-based course – a fully online course that utilizes the Internet for delivery of at least 80% of all instructional materials ([www.sloan-c.org](http://www.sloan-c.org)). Proctored exams may or may not be required.
- Hybrid course – a course that offers a blend of web-based learning and approximately 50% face-to-face learning so that instruction occurs both in the classroom and online (Rovai & Jordan, 2004).

**Online Learner** - a student who participates in educational opportunities, which are delivered by Web-based or Internet-based technologies (<http://www.learningcircuits.org/glossary>).

**Proctor** - one appointed to supervise students at an examination or assessment, often administered on paper or on the computer (<http://www.merriam-webster.com>).

## **Bevill State Community College Mission and Vision**

### ***MISSION STATEMENT***

*Learning, Serving, Enriching...*

Bevill State Community College is an accredited comprehensive learning-centered institution dedicated to providing quality educational opportunities and services that enrich lives intellectually, culturally, and economically.

### ***VISION STATEMENT***

Bevill State Community College is dedicated to a belief in the dignity, worth, and uniqueness of each individual and a person's right to achieve his or her fullest potential. Based on this belief, the College fosters a visionary, nurturing, and collaborative learning environment that promotes diversity and provides open educational opportunities.

The College values its role as an innovative service organization and is continually anticipating and meeting the educational and economic needs of its local and global communities.

With these fundamental principles affirming the values of learning and service, the College seeks to enrich each life it touches.

## **Distance Education at Bevill State**

SACS defines distance education as “a formal educational process in which the majority of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place” (COC, Distance Education Policy Statement). Under this definition, synchronous and asynchronous instruction are included. Correspondence study, audio, video, or computer technologies may be employed to deliver instruction.

The purpose of the Distance Education program at Bevill State is to provide greater accessibility to and flexibility in quality educational opportunities that meet the needs of on-demand and lifelong learning for a diverse population. These programs are consistent with the mission, vision, and goals of the College.

Distance Education began at Bevill State in the spring of 1998 when the Fayette campus was connected by interactive television to the Fayette County School System. In the fall semester of 1998, the Fayette, Hamilton, and Sumiton campuses were connected by the interactive television system. In 2000, SACS approved a substantive change to offer Distance Education for educational programs.

Bevill State purchased WebCT in 2001 and began offering fully online courses using this Course Management System. Prior to that, a few courses were offered with instructors creating and hosting their own web-pages. The purchase of WebCT allowed the institution to centralize course offerings and standardize course presentation to students. Gradually, the number of online classes grew with a few being added each semester. Hybrid courses were added in the fall of 2006 as a blend of traditional instruction with online course work.

In the spring semester of 2008, Bevill offered 30 classes online, 17 hybrid, and the IITS system was utilized to its capacity. Distance Education (web, hybrid, and IITS) constitutes approximately 10% of the courses offered at Bevill State in the spring 2008 semester.

A fully online Liberal Arts degree was implemented in the fall semester of 2008. Business Administration followed in the spring of 2009 with Business Office Management Technology being added in the fall of 2009.

Our array of student services, including admissions, financial aid, library, orientation, advising, etc. will be offered fully online to support our online students. The web-page will be configured to provide access to this information for all students but especially to online students.



## ***DISTANCE EDUCATION (80) EXPECTED OUTCOMES***

### **PURPOSE**

The purpose of the Distance Education program at Bevill State is to provide greater accessibility to and flexibility in quality educational opportunities that meet the needs of on-demand and lifelong learning for a diverse population.

### **OBJECTIVES**

1. To provide quality educational experiences in distance education.
2. To offer distance education courses that are comparable to traditionally offered courses and that student learning outcomes are met similarly.
3. To provide on-demand learning opportunities for education that is not limited to time and place.
4. To provide online students quality and effective student support services including enrollment, advising, financial aid, library resources, orientation, etc.

### **DISTANCE EDUCATION PROGRAM EXPECTED OUTCOMES**

**INSTITUTIONAL MISSION STATEMENT:** *Learning, Serving, Enriching...* Bevill State Community College is an accredited comprehensive learning-centered institution dedicated to providing quality educational opportunities and services that enrich lives intellectually, culturally, and economically.

**INSTITUTIONAL GOAL A:** The College will expand and improve the variety, quality, and delivery of instructional programs and learning resources to ensure accessibility and positive learning outcomes.

#### **Distance Education Objective 1**

To provide quality educational experiences in distance education.

**Expected Outcomes 80A-1: The College will offer quality distance educational coursework.**

***Expected Outcomes 80A-1 Criteria:*** 100% of all Bevill State instructors teaching distance education courses will have met all requirements on the Design and Best Practices checklist before teaching a distance education class.

**Assessment Procedure:** Each instructor must meet the minimum standards as outlined on the Web-Based/Hybrid Design & Best Practices Checklist before teaching a distance

education class. The results of the checklist are housed in the Division Chair of Distance Education's office.

**Administration of Assessment Procedures:** The Division Chair of Distance Education will compare the results to the minimum criteria and report the results and recommended use of results to the appropriate supervisor who will present the information to the President/designee for final approval.

**Use of Assessment Findings:** These results will be one of the factors used to evaluate the effectiveness of the distance education program.

**Resources Required:** No significant additional resources required.

### **Distance Education Objective 2**

To offer distance education courses that are comparable to traditionally offered courses and that student learning outcomes are met similarly.

**Expected Outcomes 80A-2: Students and faculty perceive that the quality of distance education courses is equal to traditional courses.**

*Expected Outcomes 80A-2 Criteria:*

- A. Each term, 90 % of students responding to the Blackboard Student Assessment of Faculty Performance and Course Content will agree or strongly agree that the quality of the Blackboard class was at least equivalent to a traditional class.
- B. Each term, 90 % of students responding to the IITS Student Assessment of Faculty Performance and Course Content will agree or strongly agree that the quality of the IITS class was at least equivalent to a traditional class.
- C. Each year, 90% of Instructors responding to the Evaluation by Instructor of IITS System will agree or strongly agree that the quality of the IITS course was at least equivalent to a traditional class.
- D. Each year, 90% of Instructors responding to the Evaluation by Instructor of Blackboard System will agree or strongly agree that the quality of the Blackboard course was at least equivalent to a traditional class

**Assessment Procedure:** The OPRIE surveys all students enrolled in distance education courses each term with the Blackboard Student Assessment of Faculty Performance and Course Content and IITS Student Assessment of Faculty Performance and Course Content. The OPRIE reports the results of these surveys to the Administration at the beginning of the following term. The OPRIE surveys all instructors teaching a distance education course annually with the Evaluation by Instructor of IITS System and the Evaluation of Instructor of

Blackboard. The OPRIE reports the results of these surveys to the Administration by the beginning of the following term.

**Administration of Assessment Procedures:** The Division Chair of Distance Education will compare the results of these surveys to the minimum criteria and report the results and recommended use of results of these evaluations to the appropriate supervisor who will present the information to the President/designee for final approval.

**Use of Assessment Findings:** These results will be one of the factors used to evaluate the effectiveness of the distance education program.

**Resources Required:** No significant additional resources required.

**Expected Outcomes 80A-3: Student success in Distance Education courses is comparable to traditional courses.**

*Expected Outcomes 80A-3.Criteria:*

- A. Students enrolled in distance education courses will complete coursework at a rate equal to or greater than students enrolled in traditional coursework in the same discipline.
- B. The percentage of students completing course work with a D or higher will be comparable in Distance Education and traditional courses.

**Assessment Procedure:** The College gathers completion data for distance education courses and traditional courses by discipline and reports the data to the administration.

**Administration of Assessment Procedures:** The Division Chair of Distance Education will compare the results of the data to the minimum criteria and report the results and recommended use of results of these evaluations to the appropriate supervisor who will present the information to the President/designee for final approval.

**Use of Assessment Findings:** These results will be one of the factors used to evaluate the effectiveness of the distance education program.

**Resources Required:** No significant additional resources required.

### **Distance Education Objective 3**

To provide on-demand learning opportunities for education that is not limited to time and place.

**Expected Outcomes 80A-4: Increase the number of distance education courses taught at the college.**

*Expected Outcomes 80A-4 Criteria:* The number of distance education courses will increase by 2% from the previous year.

**Assessment Procedure:** The College gathers enrollment data for distance education courses and reports the data to the administration.

**Administration of Assessment Procedures:** The Division Chair of Distance Education will compare the enrollment in distance education courses and report the results and recommended use of results of these evaluations to the appropriate supervisor who will present the information to the President/designee for final approval.

**Use of Assessment Findings:** These results will be one of the factors used to evaluate the effectiveness of the distance education program.

**Resources Required:** No significant additional resources required.

**INSTITUTIONAL GOAL B:** The College will expand, strengthen, and improve support services and activities for student to enhance enrollment, retention, and educational goal attainment.

#### **Distance Education Objective 4**

To provide online students quality and effective online student support services including enrollment, advising, financial aid, library resources, orientation, etc.

**Expected Outcomes 80A-5: Distance education students will express satisfaction with student support services.**

***Expected Outcomes 80A-5 Criteria:*** Each term, 90% of students responding to the Blackboard Student Assessment of Faculty Performance and Course Content will strongly agree or agree that the College provides quality and effective online student support services such as online admittance, online financial aid assistance, online library resources, online orientation, online advising, and online tech support.

**Assessment Procedure:** The OPRIE surveys all students enrolled in distance education courses each term with the Blackboard Student Assessment of Faculty Performance and Course Content. The OPRIE reports the results of these surveys to the Administration by the beginning of the following term.

**Administration of Assessment Procedures:** The Division Chair of Distance Education will compare the results of these surveys to the minimum criteria and report the results and recommended use of results of these evaluations to the appropriate supervisor who will present the information to the President/designee for final approval.

**Use of Assessment Findings:** These results will be one of the factors used to evaluate the effectiveness of the distance education program.

**Resources Required:** No significant additional resources required.

## General Distance Education Policies

1. Distance education at Bevill State Community College includes the following course types:
  - a. Online Courses
    - i. Web-based Courses
    - ii. Hybrid Courses
  - b. IITS Courses
2. Distance education, like all instructional activities, operates under the purview of the Dean of Instruction.
3. Distance education courses, like traditional courses, are required to maintain sufficient enrollment to be taught. Courses with insufficient enrollment will be at the discretion of the Dean of Instruction and the Division Chair for Distance Education as to whether the courses will be offered or deleted from the schedule.
4. A distance education class will be calculated as a traditional class when determining teaching load. The decision as to how many distance education courses a faculty member may teach is left to the discretion of the Dean of Instruction and the Division Chair for Distance Education.
5. It is the policy of Bevill State Community College that distance education courses are of equal quality to courses taught in a traditional or face-to-face format.
6. All distance education courses are comparable to on-campus courses in terms of syllabi, textbooks, grading, methods of evaluation, and expected learning outcomes.
7. Distance education courses at Bevill State Community College will provide timely and appropriate interaction between students and faculty, and among students.
8. Virtual office hours and times of unavailability should be clearly communicated to students.
9. Faculty at Bevill State Community College are allowed two online office hours per online class or one per hybrid class off campus that are included in their typical work week schedule.
10. Instructors should respond timely to student email and questions, usually within a 24 hour period with the exclusion of weekends and holidays.
11. Distance education faculty and students will be evaluated periodically to assess their perceptions of the quality of the program.
12. Faculty teaching distance education courses will receive the necessary training and services to appropriately deliver the course.

13. The responsibility for evaluating and revising the Distance Education Faculty Manual resides with the Dean of Instruction, the Division Chair for Distance Education, and the President's Advisory Committee for Distance Education.

## **Web-based/Hybrid Course Approval Process**

### COURSE PROPOSAL:

For a new course to be offered in a web-based/hybrid format, a **Web-based/Hybrid Course Proposal Form** (See Appendix A) is submitted to the respective curriculum committee. The curriculum committee will decide by majority vote whether or not the course is appropriate for one or more distance education formats: online and hybrid.

*If the course is not approved by the respective curriculum committee, an appeal may be made to the Distance Education Chair by submitting a written justification within a two-week period.*

### COURSE MINIMUM STANDARDS:

After approval, the Curriculum Committee creates minimum standards for the course.

Curriculum Committee Chair submits the **Web-based/Hybrid Course Proposal Form** and a copy of the course minimum standards to the Distance Education Chair. The Distance Education Chair will send a copy of the signed form to the Curriculum Committee Chair and to the instructor.

### INSTRUCTOR TRAINING:

Before an instructor is scheduled to teach a web-based/hybrid course, he or she must attend a BSCC training workshop related to the format in which they plan to teach.

### REQUEST FOR SCHEDULE:

The schedule is prepared using existing campus procedures. Campus-based Division Chair submits a copy of the Schedule Request Form of Web-based/Hybrid courses to Distance Education Chair. Scheduling of Web-based/Hybrid courses will be coordinated by the Distance Education Chair.

### COURSE DEVELOPMENT:

The instructor:

1. Develops the course (*if this is a new course and a first time instructor, a member of the President's Advisory Committee for Distance Education will be available on his/her respective campus to provide assistance*).
2. Ensures course meets Best Design/Practices (see **Web-Based/Hybrid Design and Best Practices Checklist, Appendix C**).
3. Submits the following documents to the Distance Education Chair at least four weeks prior to pre-registration:
  - **Web-Based/Hybrid Course Approval Form** (See Appendix B)
  - Course Objectives document which identifies how BSCC course objectives will be met in the distance education environment.
  - Specific course syllabus or policy statement, and
  - Specific course schedule or calendar.

COURSE APPROVAL:

1. Distance Education Chair ensures minimum Design and Best Practices are evidenced. *All best practices on the checklist must be met before the semester begins.*
2. Distance Education Chair ensures the following are on file for each course:
  - Course minimum standards
  - Course Objective document
  - Specific course syllabus/policy statement
  - Specific course schedule/calendar
3. Distance Education Chair approves the course by signing the **Web-based/Hybrid Course Approval Form**. At that time, the form is submitted to the appropriate Campus Dean for approval.

*A course approval form for each instructor of the course is required once every three years.*

## **Interactive Intercampus Television System Course Approval Process**

### COURSE PROPOSAL:

For a new course to be offered in an IITS format, an **IITS Course Proposal Form** (See Appendix D) is submitted to the respective curriculum committee. The curriculum committee will decide by majority vote whether or not the course is appropriate for IITS format.

*If the course is not approved by the respective curriculum committee, an appeal may be made to the Distance Education Chair by submitting a written justification within a two-week period.*

### INSTRUCTOR TRAINING:

Before an instructor is scheduled to teach an IITS course, he or she must attend a BSCC IITS training workshop.

### REQUEST FOR SCHEDULE:

The schedule is prepared using existing campus procedures. Campus-based Division Chair submits a copy of the Schedule Request Form of IITS courses to Distance Education Chair. Scheduling of IITS courses will be coordinated by the Distance Education Chair.

### COURSE DEVELOPMENT:

The instructor develops and delivers the course to meet Best Practices (see **IITS Best Practices, p. 19**).

The instructor submits to the Distance Education Chair:

- Specific course syllabus/policy statement
- Specific course schedule/calendar

## Tips for a Successful Web-based/Hybrid Course

- Whenever possible, make the transition from classroom to online instruction incrementally, adjusting as you go.
- Let a co-worker test-drive your course before presenting it to students.
- Make sure you backup your course before students are enrolled and at the end of the semester.
- Your presence in class is important. These courses should not be seen by the student as “self-taught.”
  - Check into the class at least once daily if possible.
  - Provide ongoing feedback to students and clear policies on when/how you will be available. Students need the reassurance of an available real person on the other end of their computers.
    - Inform students, in advance when possible, of times you may be away from your computer for any length of time. Such notification prevents frustration over unanswered email and phone calls.
  - Be prepared to receive and quickly respond to a vast amount of email and discussion from your students.
  - Keep students engaged by giving frequent quizzes, discussions and/or assignments - this will help reduce procrastination.
  - It is recommended that even if the instructors receive no direct email from students, they should email students collectively to let them know that they are available, to send encouragement for good work, and to remind students of deadlines, updates, etc.
  - Send an e-mail to students after you receive a phone call from them following up on your conversation.
- Know the technology you are using. Be very comfortable with it – it will make your life easier and students will rely on you for assistance.
- State clearly in the course description the minimum technology, software, and connectivity requirements students will need to meet. Also state what other skills will be necessary (e.g. using Word, Excel, web-browser, etc.)
- Develop a routine to manage your online course effectively.
- At the beginning of each week post a brief “heads-up” letting students know what is expected of them for the upcoming week – do this even though the information may be in the syllabus or other documents.
- Set firm deadlines to help guide students through the semester.

## Web-based/Hybrid Design Best Practices

Best Practices for the design of Web-based/hybrid courses use the ADDIE model. ADDIE is a circular process that is based on continuous improvement. It consists of five main stages: Analyze, Design, Develop, Implement, and Evaluate.

### **Analyze:**

Begin the design by analyzing course objectives, student population, available resources, and resources to be created.

### **Design:**

Next, design the appropriate look and feel of the course and the tools needed. The design should be user-friendly, allowing students to intuit what action they need to take. Design with clarity in mind; the course should not look cluttered. Keep the importance of readability in mind, remembering that it is more difficult to read online material. Make all written material concise and error free.

### **Develop:**

In the third stage, develop activities, assignments, presentations, and resources. Then upload the material into the classroom. Make sure the content that is developed and uploaded use the appropriate tools to meet course objectives. Develop with interaction in mind. A well-designed course encourages student-instructor interaction, student-student interaction, and student-content interaction. In developing the course, also keep accessibility issues in mind, remembering that many students have a dial-up connection and may not be able to access audio and video files.

### **Implement:**

In the next stage, implement the course. (See **Delivery Best Practices**, p.19)

### **Evaluate:**

After implementation, the final process is to evaluate the course, considering feedback from students, peers, and supervisors. After evaluation, begin the ADDIE process again and make revisions as needed. Re-evaluate and re-design as needed after each course.

## **Web-based/Hybrid Delivery Best Practices**

The following seven principles are intended as guidelines to assist faculty in online teaching. The principles are based on 50 years of research by Chickering & Gamson (1987), originally published in the AAHE Bulletin for campus-based instruction as “Seven Principles for Good Practice in Undergraduate Education.”

### **Principle 1: Good Practice Encourages Student-Instructor Interaction**

Student-to-instructor interaction is the most important factor in student motivation and involvement. Instructors’ concern help students get through rough times and keep on working. It helps enhance students’ intellectual commitment and encourages them to think about their own values and future plans

**Online Tips:** State how long it will take you to respond to messages. Use various communication tools, such as mail, discussion, chat, and white board. Provide your office telephone number. Facilitate discussions and chats, encouraging students to stay on topic and think more deeply about the content.

### **Principle 2: Good Practice Encourages Interaction among Students**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions sharpens thinking and deepens understanding.

**Online Tips:** Begin class with an introduction discussion that allows students to introduce themselves to each other. Create an online student lounge or cyber café. Create online group projects or study groups. Require students to participate in graded discussions about key concepts.

### **Principle 3: Good Practice Encourages Active Learning**

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting Out answers. They must discuss what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

**Online Tips:** Design assignments that encourage students to apply the concepts learned in the course. Use the discussion board to have students reflect on concepts and respond to each others’ reflections. Use Web links to encourage students’ further exploration of concepts.

### **Principle 4: Good Practice Gives Prompt Feedback**

Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help assessing existing knowledge. They need frequent opportunities to perform and receive suggestions for improvement. They also need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

**Online Tips:** Let students know what type of feedback to expect from you and how often it will be provided. Explain how assignments will be graded (use grading forms). Give frequent assignments to help students regularly monitor their progress. Use the quiz tool to provide

immediate feedback. Return graded exams promptly, preferably within a week, if not sooner. Give a midterm progress report.

### **Principle 5: Good Practice Emphasizes Time on Task**

Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time produces more effective learning. This establishes the basis of high performance.

**Online Tips:** Tell students the amount of time they should spend preparing for class. Give clear deadlines for students. Use the calendar tool. Post a clear course schedule. Deduct points when a student turns in an assignment late. Send a personal e-mail or telephone students who fall behind in their work.

### **Principle 6: Good Practice Communicates High Expectations**

Expect more and you will get more. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers also hold high expectations for themselves.

**Online Tips:** Make expectations clear at the beginning of the course. Publish samples of excellent student work in courseroom. Require drafts of work and/or revision of work. Release statistics along with grades. Periodically discuss how well the class is doing during the course of the semester.

### **Principle 7: Good Practice Respects Diversity**

People bring different characteristics, talents, and styles of learning to college. Students need opportunities to show their talents and learn in ways that work for them. They also need to be pushed to learn in new ways that do not come so easily.

**Online Tips:** Conduct a Learning Style Inventory. Provide supplemental resources to assist students who are struggling and to challenge students who are excelling. Use different types of activities and presentation methods (group work, individual work, quizzes, essays, discussions, lecture notes, PowerPoint, Web-links, audio files, and guest "speakers.")

### Quick Guide to Best Practices

<b>Best Practice</b>	<b>Examples of How to Meet the Best Practice</b>
Design: Well-organized and easy to navigate	<ul style="list-style-type: none"> <li>• provide clear instructions to begin course</li> <li>• provide clear instructions for each activity</li> <li>• provide helpful suggestions for course navigation</li> <li>• provide tutorials to assist with Blackboard tools</li> <li>• use learning modules to “chunk” course material</li> <li>• use icons with text to identify main divisions of content</li> <li>• provide a user-friendly, uncluttered interface</li> </ul>
Design: Provides material that is easy to access and view	<ul style="list-style-type: none"> <li>• employ clear and concise writing</li> <li>• employ fonts and font styles to aid in ease of reading</li> <li>• employ color to aid in ease of reading</li> <li>• provide text as an alternative to essential video and sound files</li> <li>• stream sound and video files</li> </ul>
Principle One: Promotes instructor-to-student interaction	<ul style="list-style-type: none"> <li>• provide prominently phone number, email, and office hours</li> <li>• state how long it will take to respond to messages</li> <li>• use various communication tools               <ul style="list-style-type: none"> <li>○ mail</li> <li>○ discussion</li> <li>○ chat</li> <li>○ white board</li> <li>○ teleconference</li> <li>○ video-conference</li> <li>○ instant message</li> <li>○ blog</li> </ul> </li> <li>• regularly facilitate discussions or chats</li> <li>• offer synchronous online office hours available</li> </ul>
Principle Two: Promotes student-to-student interaction	<ul style="list-style-type: none"> <li>• begin class with a community-developing activity</li> <li>• provide student lounge or cyber café</li> <li>• require group projects or study groups</li> <li>• require students to participate in graded discussions about key concepts</li> <li>• utilize student wikis</li> <li>• utilize student blogs</li> <li>• utilize student social networking site</li> </ul>

Principle Three: Promotes active learning	<ul style="list-style-type: none"> <li>• require activities that require students to interact with one another</li> <li>• require activities that require application of course material</li> <li>• require problem-solving activities related to course objectives</li> <li>• require activities that require reflection about course material</li> <li>• require library assignment</li> </ul>
Principle Four: Provides students prompt feedback	<ul style="list-style-type: none"> <li>• use My Grades</li> <li>• use My Progress</li> <li>• use grading forms/rubrics</li> <li>• respond to questions within 24-hours</li> <li>• explain login schedule and response time</li> <li>• use the quiz tool to provide immediate feedback</li> <li>• provide a midterm progress report</li> </ul>
Principle Five: Emphasize time on task	<ul style="list-style-type: none"> <li>• provide Calendar or course schedule</li> <li>• provide information about the amount of time needed to prepare for class</li> <li>• give clear deadlines for students</li> <li>• e-mail or telephone students who fall behind in their work</li> </ul>
Principle Six: Promotes high expectations	<ul style="list-style-type: none"> <li>• state course goals</li> <li>• state course expectations for “attendance” and participation</li> <li>• provide examples of excellent work</li> <li>• provide study guides</li> <li>• “publish” students’ assignments</li> <li>• require drafts of work and/or revision of work</li> <li>• release statistics along with grades</li> </ul>
Principle Seven: Addresses diverse learning styles	<ul style="list-style-type: none"> <li>• administer a learning styles assessment</li> <li>• use a variety of tools for assessment</li> <li>• use visual, textual, auditory, and/or kinesthetic activities</li> <li>• allow choices when possible</li> </ul>

## IITS Best Practices

### Before the Class Begins:

- Familiarity with the technology is essential; the instructor should practice as much as possible, particularly if this is her/his first time teaching via IITS.
  - Complete the mandatory tutoring from an experienced IITS instructor
  - If possible, present a mini “practice lesson” using the IITS technology.
- The IITS instructor is on camera, and needs to select proper attire for teaching via this medium:
  - Avoid bright white and yellow, which tend to mix poorly with other colors.
  - Avoid busy patterns that would distract the audience.
  - Avoid flashy jewelry that would create noise or distract the audience.
  - Check your appearance in a mirror before class starts; remember, you’re on a television screen.
- Arrive a few minutes early to test the necessary equipment: the remote cam, the computer, the documents camera, etc.
- If using Powerpoint, set up your presentation before class begins
- Report problems ASAP to IITS technician, preferably before class starts. Troubleshooting during class can cause an instructor to lose valuable class time

### Teaching the Class:

- Test the microphones/ IITS on each campus by calling roll orally each class period
  - If you have a lengthy class—one that meets one day a week, for instance, or during a -summer mini-term—call roll more than once.
  - Students can easily sneak out of an IITS remote classroom without the instructor’s knowledge
- Always remember that there is a live microphone in front of you.
  - Anything you say privately to one student will be heard by others unless you press the “mute” button
  - Inform the students that cameras and microphones are “live” at all times unless told otherwise
  - Inform the students about the sensitivity of the microphones: whispering, pages being turned, etc. all can be heard by the rest of the IITS class
- Try to be more than simply a “talking head” in the IITS classroom. Student involvement is critical in an IITS course; the remote campuses in particular can feel disconnected and detached if they are not actively engaged in the class dynamic. Develop student-centered activities that encourage participation and involvement
  - In smaller classes, ask questions to which each student in the class must respond aloud
  - In larger courses, require campuses to respond aloud to a given question (“Jasper, what’s your take on this issue?”)
  - Allow as much group work as your course will allow; campus-based groups work well on IITS
- Instructor demeanor plays a key role in the quality of the class discussion
  - The instructor should learn the students’ names and call on them by name when possible

- Non-verbal communication is crucial; the instructor should nod or use gestures that convey to the student that the message is understood
- Be expressive and enthusiastic in order to help engage the students; avoid a monotonous tone or mumbling
- Speak in personal terms; allow your personality to come through
- The IITS instructor will have to troubleshoot certain issue related to class discussion that are not present in a traditional classroom:
  - Recognize that there is often a one-two second delay occurs in the transmission of sound, which can lead to a student and instructor “talking over each other”
  - Recognize that the camera will not automatically turn to the speaker once he/she begins talking. The instructor needs to constantly move between “Teacher Cam” and “Student Cam” to keep the discussion flowing smoothly
  - Encourage students to speak clearly and loudly into the microphone on their respective campuses when they respond
- Use the technology in the IITS lab to supplement the traditional lecture and to keep the course engaging:
  - PowerPoint slides
  - Documents Camera
  - Internet websites presented on the Smartboard

**Outside the Classroom:**

- Get written materials to the Testing Center early, and confirm with the Centers that such material has arrived.
- If at all possible, plan to travel to each remote site once per semester and teach the class “live” in front of those students
- Consider an on-line supplement to the course, such as Blackboard. That would give your IITS class a forum for the following:
  - Email
  - Written Discussions
  - Quizzes
  - Posting of assignments, notes, Powerpoint Slides, Etc
  - Class papers/research projects (submitted as assignments or as email attachments)

### **Testing Policies and Procedures**

- Testing centers are reserved for ONLINE and IITS Courses.
- Instructors must request testing dates by one week after the end of drop/add.
- Instructors must submit the required testing center info sheet for each test session either via email or via courier services as a cover sheet for exam identification. Cover sheet should include all info as requested on the Testing Center Utilization form. This information must be sent to the Testing Coordinators two days (excluding weekends) prior to the scheduled testing dates.
- All final exams **must** be scheduled during the published final exam schedule.
- If using Blackboard, a hard copy of your examination must be sent to the Testing Coordinator on each campus in case of technical difficulties – internet disruption, power outages, etc.
- Instructors must provide contact information to off site Testing Coordinators in case a student has a question during exam times or in case there are technical difficulties.

#### **ADDITIONAL IITS INSTRUCTIONS**

- IITS Course instructors must be available to test students at the teaching site in the Testing Center.
- IITS students must be in the testing center at the beginning of the scheduled class time. For test security purposes, no student is allowed in the testing center after the 1<sup>st</sup> student has submitted their test.
- IITS make-up exams must be approved by instructor. Students must schedule make-up testing with instructor. Instructors must schedule a make-up exam date with the Testing Coordinator(s) if testing will be utilized.

#### **ADDITIONAL ONLINE INSTRUCTIONS**

- ONLINE instructors must have each student test in one of the following testing centers or a testing center approved by the Distance Education Chair.
- ONLINE testing is preferred as opposed to paper testing.
- ONLINE instructors should encourage each student to contact the testing center **at least a week in advance** to schedule their testing time.
- ONLINE instructors must provide a two-day time frame for exams and all exams must be open between the hours of 7:30 am and 6:30 pm each day. **Students may schedule testing with the Testing Centers Monday through Thursday from 7:30 am until 6:30 pm.**
- Instructors should limit ONLINE testing to 5 tests per semester to alleviate test center overload.
- ONLINE make-up exams must be approved through the instructor. Students must schedule make-up testing with instructor. Instructors must schedule a make-up testing date with the Testing Coordinator(s).

#### **Testing Coordinators:**

– **Hamilton Coordinator**– Gail Wooldridge, ext. 5372 - [gwooldridge@bscc.edu](mailto:gwooldridge@bscc.edu)

- **Fayette Coordinator**– Jalaine Sims, ext. 5137 - [jbsims@bscc.edu](mailto:jbsims@bscc.edu)  
**Pickens Co. Educ. Center Proctor**- Martha Kimbrell, ext. 5633 - [mkimbrell@bscc.edu](mailto:mkimbrell@bscc.edu)
- **Jasper Coordinator**– Jana Kennedy, ext. 5722 - [jkennedy@bscc.edu](mailto:jkennedy@bscc.edu)
- **Sumiton Coordinator**– Gina Graham, ext. 5281 - [gigrace@bscc.edu](mailto:gigrace@bscc.edu)

### **TESTING CENTER COORDINATORS/PROCTORS**

- The Testing Coordinator or Proctor must supervise the student(s) during the entire exam to assure that the exam’s integrity is not compromised and to maintain the validity of the credit earned in the course.
- A student leaving the room after the exam has begun must submit the exam for a grade at that time.
- Students must present photo identification to the testing site prior to beginning an exam.
- Testing Coordinators or Proctors must not respond to questions pertaining to the content of the exam.
- At the conclusion of the testing period, the Testing Coordinator or Proctor will return all completed, unused exams and sign-in sheets for specific test session to the instructor. If online, the Testing Coordinator or Proctor will make certain the online browser is closed.

### **INDEPENDENT PROCTOR PROCEDURE**

Students enrolled in web-based courses at Beville State Community College may be required to complete proctored exams. The college has established testing centers on each campus and students should arrange to use these facilities.

In the event that a student is geographically unable to visit a campus testing center, the student may request to use an independent proctor by following these steps:

1. Work with the course instructor to identify a qualified independent proctor (examples of qualified proctors include a local high school principal, a college instructor or dean, a director of an independent testing center);
2. Email a completed **Beville State Community College Independent Proctor Request Form** (See Appendix H) to the course instructor at least two weeks before the scheduled exam;
3. The course instructor will verify that the requested proctor is a legitimate and qualified proctor and will notify the student by email that the request is approved.

## Distance Education Observation and Evaluation

The Distance Education Chair or designee will serve as the Classroom BlackBoard evaluator and will complete the **Classroom Observation Form (Web-based)** (See Appendix F) for all web based and hybrid courses. Any administrator designated to evaluate the online classroom must receive training from the DE chair before evaluations are conducted and will have a limited time frame of access to courses during which to complete the evaluations. A copy of the completed **Classroom Observation Form (Web-based)** will be sent to the faculty member's Division Chair and the Distance Education (DE) Chair. If an instructor is teaching traditional courses, IITS courses, and web based courses, he/she will have two or more **Classroom Observation Form** (See Appendix E) forms to be included in the annual personnel evaluation process. The faculty member will have one **Classroom Observation Form (Web-based)** and one **Classroom Observation Form** for Traditional/IITS courses. The Blackboard classroom observations will be completed within the first 4-6 weeks of the class. If changes need to be addressed in the class as a result of this observation, the course will be reviewed again.

During the first year of implementation, all online instructors will be evaluated using the **Classroom Observation Form (Web-based)** each semester for each course taught. Each year following that, instructors will be evaluated once a year using the **Classroom Observation Form (Web-based)**. **Example:** During the first year, an instructor teaching different web based courses each semester (PSY200 and PSY210) would be evaluated each semester and an instructor teaching the same web based class (PSY200) each semester would be evaluated each semester as well. Campus Deans/Division Chairs may choose to evaluate more than one online course.

Instructors new to online/hybrid teaching will be evaluated every semester their first year. Adjunct instructors and non-tenured instructors will be evaluated every semester they teach online.

If problems are identified, the instructor will be given a reasonable time frame to make corrections (1-2 weeks), and the evaluation will be repeated.

A copy of the Student Evaluation (including BlackBoard/IITS specific questions), Best Practices Checklist, Classroom Observation Form (Traditional/IITS) and the Classroom Observation Form (Web-based) will be provided to the DE Chair and Division Chair/Campus Dean. All four of these items will be used in the annual personnel evaluation process.

Division Chairs and Campus Deans must be trained in Best Practices of online instruction to be effective in discussing IITS/BlackBoard evaluation items with instructors. Before Division Chairs and Deans meet with instructors, the IITS/BlackBoard component must be discussed with the DE Chair. If deemed necessary, the DE Chair will attend the evaluation meeting.

**Bevill State Community College**  
**Administration, Faculty, Staff Internet/Network Access Agreement**

1. Under the terms of this agreement, you will be given access to the Bevill State Community College Internet/Network System. A user ID and password will be assigned by the Computer Services Office. This will be your Internet/Network account. You will be provided with an e-mail address. All Internet/Network access using Bevill State Community College time, equipment and/or resources will be administered by and coordinated through the Bevill State Community College Computer Services Office.
2. Software for access to the Internet/Network, e-mail, and the World Wide Web must be approved by the Computer Services Office or will be provided for the user by the Computer Services Office. In service training sessions will be held on these topics and support will be provided for the approved software. If it is determined that the user is using any software different from what has been approved by the Computer Services Office or provided by the Computer Services Office and the user does not have prior approval from the Computer Services Office for the use of such software, the user's access to the Internet/Network is subject to being immediately revoked.
3. The user is solely responsible for the use of his or her network account and the confidentiality of the access password. The user's access will be suspended or changed immediately upon notification to the Computer Services Office that the user's password has been stolen, lost or otherwise compromised. Allow NO ONE to use your network account.
4. If the user's account is suspended or revoked, an appeal can be made in writing to the Internet /Network Committee of Bevill State Community College. The appeal will be reviewed by the Committee and the Committee's decision shall be final.
5. Bevill State Community College has contracted with Charter Communications and the Alabama Super Computer Authority to allow the user access to the Internet. To this extent, Bevill State Community College is unable to control the quality of the connection or speed of the transmission of Information passing through the network. This service/data is provided to Bevill State Community College on an "as is, as available" basis, without warranty of any kind, expressed or implied, including, but not limited to, the warranties of performance, merchantability and fitness for a particular purpose. Use of any information, programs, or data obtained via the Bevill State Community College Internet access is at the user's sole risk. Bevill State Community College and the Computer Services Office specifically disclaim any responsibility for the accuracy or quality of information obtained through this service.
6. This agreement shall be governed by and construed under the policies of Bevill State Community College and the laws of the state of Alabama.
7. Failure of Bevill State Community College to enforce any provision of this agreement shall not constitute or be construed as a waiver of such provision or of the right to enforce such

provision.

8. Bevill State Community College Internet/Network access and services are provided to support open research and education in and among Institutions, plus open scholarly communication and research. Use for other purposes is not acceptable.
9. Bevill State Community College and the Computer Services Office will not be responsible for any damage the user suffers from use of the Bevill State Community College Internet/Network access. This includes loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused by its own negligence or the user's errors or omissions, or due to inadvertent release or disclosure of information sent by the user.

### **ACCEPTABLE USES**

10. Education, research, and completion of assigned activities are deemed an acceptable use of the user's Internet/Network account.
11. Communication and exchange for professional purposes, to maintain currency, or to debate issues in a field or subfield of knowledge is acceptable.
12. Use for disciplinary-society, university-association, government-advisory, or standards activities related to the user's research, professional development and/or instructional activities are acceptable.
13. Use in applying for or administering grants or contracts for research or instruction, but not for other fund raising activities.
14. Any other administrative communications or activities in direct support of research and instruction.
15. Announcements of new products or services for use in research or instruction, but not advertising of any kind.
16. Communication incidental to otherwise acceptable use, except for illegal or specifically unacceptable use.
17. When the user obtains access to other networks through Bevill State Community College Internet access, he or she must comply with the rules appropriate for that network. The entire burden of complying with such laws and regulations rests with the user.

### **UNACCEPTABLE USES**

18. Internet/Network access provided by Bevill State Community College is to be used solely for College-related business and/or educational purposes.

19. The Bevill State Community College Internet/Network access may only be used for lawful purposes. Transmission of any material in violation of any federal or state statute or regulation or Bevill State Community College policy is prohibited. This includes, but is not limited to, copyrighted material, material legally judged to be threatening or obscene, or material protected by trade secret. The user agrees to indemnify and hold harmless Bevill State Community College from any claims resulting from your use of the Bevill State Community College Internet/Network System.
20. Bevill State Community College will immediately revoke the user's access if evidence of illegal or illicit activity is found and traced to your account. Additional disciplinary action may be taken at the discretion of the President of the College.
21. Use for for-profit activities is prohibited unless covered by the General Principle or as a specifically acceptable use, is prohibited.
22. Extensive use for private or personal business is prohibited.
23. Users of Bevill State Community College network services shall not disrupt any of the networks as a whole or any equipment or system forming part of its systems, or any services provided over, or in connection with, any of the Bevill State Community College networks.
24. Bevill State Community College networks shall not be used to transmit any communication where the meaning of the message, or its transmission or distribution, would violate any applicable law or regulation or would likely be highly offensive to the recipient or recipients thereof.
25. Advertising of commercial offerings is forbidden. Discussion of a product's relative advantages and disadvantages by users of the product is encouraged. Vendors may respond to questions about their products as long as the responses are not in the nature of advertising.
26. It is not acceptable to use the Bevill State Community College Internet/Network access so as to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the network. No external devices such as personal laptops, phones, iphones, external hard drives, PDA's, wireless access devices or any other devices without prior approval from Computer Services Department.
27. It is assumed that information and resources accessible via Bevill State Community College Internet/Network access are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. It is therefore not acceptable for an individual to use Bevill State Community College Internet access to access information or resources unless permission to do so has been granted by the owners or holders of rights. It is therefore not acceptable for an individual to use Bevill State Community College Internet/Network access to access

information or resources unless permission to do so has been granted by the owners or holders of rights to those resources or information.

28. Much of the information on the Internet belongs to somebody--somebody else. Much of this owned information can be freely downloaded, forwarded, circulated, and used, so long as the appropriate ownership information and any other guidelines in them are followed. However, a sizable percentage of the information and files accessible through the Internet are not there for your free, unrestrained reuse. For example, if someone retrieves and uses shareware, such as from the many anonymous-FTP archive sites, that person is obligated to pay the indicated license fees, and respect the associated rules.
29. The use of the network is a privilege which may be revoked at any time for abusive conduct. Such conduct would include, but not be limited to, the placing of unlawful information on a system, the use of obscene, abusive, or otherwise objectionable language in either public or private messages, the sending of messages that are likely to result in the loss of recipients' work or systems, the sending of "chain letters" or "broadcast" messages to lists or individuals, and any other types of use which would cause congestion of the networks or otherwise interfere with the work of others.

#### **NETIQUETTE (*Internet etiquette*)**

30. Be considerate in the use of computer and network resources. Avoid doing unnecessary activities during primary working hours that may slow down system response time, congest the network, or cause system crashes.
31. Observe "posted rules" such as those displayed in login banners and in Appropriate Usage Policies, Terms & Conditions, etc.
32. Obey any commercial restrictions and considerations.
33. Learn, understand and respect the organization's policies regarding personal use of Internet, email and other resources and services, such as personal use, time-of-day restrictions, etc. If necessary, get a private account on a public-access Internet account provider and private email account.
34. Remember that the Internet is a very public shared resource. Be mindful of what you do in terms of not abusing resources or talking about private information.
35. You are in public. Unless you are satisfied with the security surrounding your activities, never do or say anything you wouldn't be willing to see on the front page of tomorrow's newspaper or posted on the bulletin boards in the mailroom.
36. Always bear in mind that you are representing Beville State Community College as you use the Internet/Network.
37. These terms and Conditions supersede all previous representations, understandings or

agreements and shall prevail notwithstanding any variance with terms and conditions of any order submitted.

38. Use of the Bevill State Community College Internet/Network access constitutes acceptance of these Terms and Conditions.

I have read and understand the above policies, Terms and Conditions, and I agree to abide by all policies, Terms and Conditions set forth herein, as well as any additional policies that may be implemented in the future.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Bevill State Community College Intellectual Property Rights Statement: Employees and Students**

- This policy regarding Intellectual Property Rights is in accordance with the Bevill State Community College Copyright Policy and State Board Policy 321.01 Copyright, Trademark, and Patent Ownership.
- In designing its policy, Bevill State uses as a touchstone SACS' principle for accreditation 3.2.14, which reads:

*“The institution’s policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from creation and production of all intellectual property. This (policy) applies to students, faculty, and staff.*

### ***Ownership of Materials:***

- As a general principle, Bevill State claims ownership of all educational materials involved in teaching classes, on all four campuses and at the respective centers. Such ownership includes, in particular:
  - Test banks
  - Syllabus
  - Web courses
  - Hybrid courses
- However, Bevill State cedes control of the following materials:
  - Assessments
  - Class notes
  - Presentations
  - Handouts
- The exceptions to this rule are materials that are produced in the course of duties based on the employment contract or program agreement and are intended for the institution to copyright, trademark, or patent.

### ***Rules of Intellectual Property for Students:***

- All student work submitted as a requirement for course credit is the intellectual property of that student and the student may use or publish his/her this work without any authorization from the College.
- The student must get written consent from the College in order to use or publish material that the student is not an author or collaborator.
- An employee must get permission from a student to use that student’s work as a sample/model.
  - At the student’s request, the work will be published anonymously, or under a pseudonym.

***The Use of Revenue derived from Creation and Production of Intellectual Property:***

- Funds derived from the creation, production, and sale of all intellectual property are placed in the College's Unrestricted Fund and are invested in the institution's instructional activities among other functional areas.
- If an employee wishes to develop original materials or an original online course, using his/her own personal resources and personal time, then he/she would retain 100 % of the intellectual property rights.
  - If the employee wished to make that material or course "commercially viable," in other words, use the material or course for another institution of higher education or sell that material or course, he/she would keep 100 % of the royalties.
- If the employee wishes to make materials or an online course he/she has created as an employee of Beville State "commercially marketable," the following guidelines would apply:
  - He/she would retain only the intellectual rights to the assessments, notes, presentations, and handouts and would be entitled to 100% of the royalties for the materials or the course developed from these resources.
  - The College would retain all other intellectual property rights.
  - The employee must obtain prior written approval from the College president to utilize materials or a course at another institution in accordance with State Board Guidelines for Policy 615.01 Conflict of Interest and in accordance with item 10 of the Beville State Community College Employment Contract.
- As previously stated, students have the right to publish any of their own creative work and are entitled to 100% of the royalties for these works.

## **Bevill State Community College Copyright Policy**

Faculty is expected to understand and adhere to the copyright law of the United States (Title 17, United States Code), as adapted by the Technology, Education and Copyright Harmonization Act (TEACH). Copyright law must be followed when performances, displays, copies, or other reproductions of copyrighted material are made available to students. This includes the posting of copyrighted material on Blackboard or other online sites. Under the TEACH Act, it is permissible to make copyrighted materials available to students, provided that students are notified that the materials may be subject to copyright protection, and that materials:

1. do not exceed an amount or duration comparable to that typically displayed in a live classroom setting;
2. are directly related to the course content;
3. are an integral part of the teaching content;
4. are intended solely for and are available only to students enrolled in the course, and
5. are retained only for the class session.

Copyright Act 1976 Fair Use Clause: The Fair Use clause of the 1976 Copyright Act applies to material used for nonprofit educational purposes, when only the amount of material necessary for instruction is used, and when no impact is made on the market.

General Guidelines: You are adhering to the copyright law if:

1. you are the copyright owner;
2. you have express written permission;
3. the material is in the public domain, or
4. the Fair Use clause applies to the material.

Examples for Employees and Students:

The following are intended to aid in implementing the Copyright Policy:

1. Journal articles may be scanned and placed on websites as long as course access is limited to the students currently enrolled in the class.
2. Presentations using copyrighted photographs and music may be used in an online presentation without permission as long as access is restricted to the students enrolled in the class.
3. A book chapter may be added to a library reserve or online course as long as access is limited to students enrolled. The chapter must be removed at the end of the semester.
4. Books may not be copied for students. Only one library reserve copy of the textbook is allowed for students. More than one would be an infringement on the marketing ability of the copyright holder.

Rules of Thumb for Employees and Students:

1. Link to files, instead of downloading, whenever possible.
2. Assume that a work is copyrighted unless it states that it is not.
3. Read the terms of use for each file-sharing site.
4. Always provide attribution for all downloaded files.
5. Do not download files with private affirmation such as phone numbers and addresses.

Bevill State Community College has designated a copyright agent to receive notification of claimed copyright infringement on the College's website as required by the Digital Millennium Copyright Act. If a person believes his or her work is being infringed on Bevill State's website, he or she should notify Tyrone Webb, Assistant to the Dean for Library/Learning Resources, Bevill State Community College, P. O. Box 800, Sumiton, AL 35148; email: [twebb@bscc.edu](mailto:twebb@bscc.edu); telephone number: (205) 648-3271.

According to the Digital Millennium Copyright Act, the notification of claimed infringement must include 1) identification of the copyrighted work claimed to have been infringed (include ISBN, title, etc.); 2) identification and URL of the material that is claimed to be infringing; 3) information sufficient to contact the complaining party, such as an address, telephone number, fax number, and electronic mail address; and 4) other information relating to the claim. Any copyright concerns or questions about the Bevill State website should be directed to Tyrone Webb at [twebb@bscc.edu](mailto:twebb@bscc.edu).

## **Accommodations for Disabilities**

The College seeks to comply fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It is the policy of the College that a good-faith effort shall be made to meet the accommodation requests of persons with disabilities. Persons requesting accommodation may contact the campus 504/ADA coordinator. The 504/ADA accommodations request process for persons with disabilities is as follows:

1. Disclosure of a disability is voluntary.
2. All students who take the College placement exam are invited to request information for students with disabilities on their test answer sheets. Students who request information are given the name of the campus 504/ADA coordinator and an ADA Fact Sheet/Accommodations Request Form and are invited to contact the 504/ADA coordinator for additional information.
3. All new students who attend the required Orientation course are given a copy of the ADA Fact Sheet/Accommodations Request Form and the name of the campus 504/ADA coordinator and are informed regarding the accommodations request process.
4. The accommodations request process begins when a student contacts a 504/ADA coordinator:
 

Fayette Campus, Sam Sullivan, (205) 932-3221, Ext. 5103	ssullivan@bscc.edu
Hamilton Campus, Sara Franks, (205) 921-3177, Ext. 5318	sgfranks@bscc.edu
Jasper Campus, Robeana Green, (205) 387-0511, Ext. 5711	rgreen@bscc.edu
Sumiton Campus, Suzanne Light, (205) 648-3271, Ext. 5200	srlight@bscc.edu
5. The student and the 504/ADA coordinator work together to determine the student's campus-related accommodation needs. A good faith effort is made to provide appropriate accommodations and to fully comply with Section 504 and ADA guidelines.
6. An Accommodations Request Form must be completed, identifying accommodations requested and other pertinent information. Forms are available online, from the 504/ADA coordinator, the placement test center, the Office of Student Services, and the Orientation Workbook.
7. Documentation of disability may be required. Information release forms are available from the 504/ADA coordinator to assist the student in obtaining official documentation of disability from physicians or other agencies.
8. Once a student meets with the 504/ADA coordinator to request classroom accommodations and provides any needed documentation of disability, the coordinator sends a Documentation of Disability Form to each of the student's instructors to inform him or her of the accommodations to be met in the classroom.

9. The student must meet with the 504/ADA coordinator at the beginning of each academic term for which classroom accommodations are requested so that the instructors for each term can be notified of the accommodations.

10. Non-classroom accommodation requests are forwarded by the 504/ADA coordinator to the appropriate College official for implementation.

11. Completed Accommodations Request Forms and any documentation of disability are confidential and are stored in a locked file separate from the student's permanent student record.

# *Appendices*

## Appendix A: Web-based/Hybrid Course Proposal Form

Course Number and Title: \_\_\_\_\_

Curriculum Committee/Chair: \_\_\_\_\_

Proposed Instructor: \_\_\_\_\_

Proposal Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

Attach a course description and rationale for web-based/hybrid delivery.

For an Web-based Course consider the following:

- How will the content be delivered?
- How will you encourage student participation?
- How will active learning be promoted?
- How will you provide students prompt feedback?
- How will you emphasize time on task for students?

For a Hybrid Course consider the following:

- What percentage of the course will take place via the Internet/Face-to-face?
- What will be conducted in the face-to-face meeting and what will be conducted via Internet?
- How will students be evaluated?

The course has been approved by a majority vote of the Curriculum Committee as appropriate for web-based/hybrid delivery.

Curriculum Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B: Web-based/Hybrid Course Approval Form

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_

Instructor: \_\_\_\_\_

Years of Approval: \_\_\_\_\_

- \_\_\_\_\_ This course has been approved for web-based/hybrid delivery by the appropriate Curriculum Committee.
- \_\_\_\_\_ A copy of the course minimum standards has been received by the Distance Education Chair.
- \_\_\_\_\_ Instructor has attended training.
- \_\_\_\_\_ Instructor has submitted a specific course syllabus/policy statement for this course.
- \_\_\_\_\_ Instructor has submitted a course schedule or calendar.
- \_\_\_\_\_ Instructor has documented how each objective is addressed in a Web-based/Hybrid Course (Course Objectives Document).
- \_\_\_\_\_ Course has met all Design and Delivery Best Practices.

### APPROVALS

Distance Education Chair (Signature)	Date Approved

Campus Dean (Signature)	Date Approved

<p style="text-align: center;"><b><i>Office Use Only</i></b></p> <p><input type="checkbox"/> <b><i>Signatures</i></b></p> <p><input type="checkbox"/> <b><i>Syllabus/Policy statement</i></b></p> <p><input type="checkbox"/> <b><i>Calendar</i></b></p> <p><input type="checkbox"/> <b><i>Objectives</i></b></p> <p><input type="checkbox"/> <b><i>Minimum Standards</i></b></p> <p><input type="checkbox"/> <b><i>Best Practices &amp; Design</i></b></p>	<p><b>Original:</b>    <b>Office of Instruction</b></p> <p><b>Copy:</b>        <b>Campus Dean</b></p> <p>                  <b>Distance Education Chair</b></p> <p>                  <b>Curriculum Chair</b></p> <p>                  <b>Instructor</b></p>
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## Appendix C: Web-based/Hybrid Design and Best Practices<sup>1</sup> Checklist

Course Title \_\_\_\_\_ Course # \_\_\_\_\_

Instructor: \_\_\_\_\_ Years of Approval: \_\_\_\_\_

***Instructors: Please see the “Quick Guide to Best Practices” in the Distance Education Manual for additional examples of how to meet the Design and Delivery Best Practices.***

Design: Well-organized and easy to navigate  
 \_\_\_\_\_ The design makes course navigation user-friendly by providing instructions to get started and effectively using icons.

Design: Provides written material that is easy to read and view  
 \_\_\_\_\_ Written material in the course appears clear and concise.

Principle One: Promotes instructor-to-student interaction  
 \_\_\_\_\_ Instructor’s phone number, email, and office hours are provided on syllabus or a “getting started” page.  
 \_\_\_\_\_ Online office hours are available.

Principle Two: Promotes student-to-student interaction  
 \_\_\_\_\_ Tools and/or activities to help create a learning community are used (for example: student home pages, discussion, collaboration).

Principle Three: Promotes active learning  
 \_\_\_\_\_ Tools and/or activities to help promote active learning are used (for example: assignments, quizzes, discussion, and collaboration, problem-solving).

Principle Four: Provides tools to give students prompt feedback  
 \_\_\_\_\_ Tools to provide prompt feedback are used (for example: My Grades, My Progress, Grading Rubrics)  
 \_\_\_\_\_ Instructor’s login time and response time are explained.

Principle Five: Provides tools to emphasize time on task  
 \_\_\_\_\_ The Calendar tool or a course schedule provides detailed information about due dates.

Principle Six: Promotes high expectations  
 \_\_\_\_\_ Promotion of high expectation is evident (For example: Samples of excellent work or study guides are given; the Presentation tool is used for students to share their work, grading rubrics are given).

Principle Seven: Addresses diverse learning styles  
 \_\_\_\_\_ A variety of tools for assessment and evaluation are used (for example: Assignment, Quiz, Presentation, Discussion).

\_\_\_\_\_  
**Verified by Distance Education Chair or Designee:**

\_\_\_\_\_  
**Date:**

<sup>1</sup>The Best Practices are based on Chickering & Gamson (1987). *AAHE Bulletin*. “Seven Principles for Good Practice in Undergraduate Education.”

## Appendix D: IITS Course Proposal Form

Course Number and Title: \_\_\_\_\_

Curriculum Committee/Chair: \_\_\_\_\_

Proposed Instructor: \_\_\_\_\_

Proposal Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

Attach a course description and a rationale for IITS delivery.

When proposing a course, consider the Best Practices for IITS listed in the Distance Education Faculty Manual.

The below signature indicates that the Curriculum Committee has approved by majority vote the course as appropriate for IITS delivery.

\_\_\_\_\_  
Curriculum

\_\_\_\_\_  
Chair

## Appendix E: BEVILL STATE COMMUNITY COLLEGE CLASSROOM OBSERVATION FORM

Instructor: \_\_\_\_\_

Class Name/Call Number: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Campus: \_\_\_\_\_

The following is an observational evaluation of your class on the date listed. Your Division Chairperson or Associate Dean will be glad to discuss any aspect of the evaluation with you. This evaluation will be utilized as part of the faculty evaluation process.

Item for Analysis	Agree	Disagree	No Basis for Rating
1. The instructor is punctual in beginning class on time.			
2. The instructor is prepared for class.			
3. The instructor's appearance is appropriate.			
4. The instructor speaks distinctly so that all students may hear and understand.			
5. Instructional material is clear and legible.			
6. The instructor demonstrates sincere interest in and enthusiasm for the subject.			
7. The instructor demonstrates an appropriate knowledge of the subject material.			
8. The instructor exhibits adequate self-reliance and confidence.			
9. The teaching methods are appropriate for the stated objectives of the course.			
10. The instructor communicated effectively and at a level appropriate to the student audience.			
11. The subject material is presented in a logical fashion.			
12. The instructor encourages student participation in the class.			
<ul style="list-style-type: none"> <li>• IITS only – The instructor involves students at remote sites.</li> </ul>			
13. The instructor responds appropriately to student comments and questions.			
14. The instructor treats students with respect and courtesy.			
15. The instructor avoids unnecessary tangents and keeps the class on task.			
16. The instructor maintains an adequate control of			

Item for Analysis	Agree	Disagree	No Basis for Rating
the classroom environment.			
<ul style="list-style-type: none"> <li>IITS only – The instructor maintains adequate control of the classroom environment at remote sites.</li> </ul>			
17. The instructor makes appropriate use of teaching aides.			
<ul style="list-style-type: none"> <li>IITS only – The instructor utilizes multiple media to engage students at remote sites.</li> </ul>			
<ul style="list-style-type: none"> <li>IITS only – The instructor is comfortable with the IITS equipment.</li> </ul>			
18. The instructor uses class time efficiently.			
19. The instructor lets the class out on time.			

Evaluators Comments (*For all items rated **disagree** by the evaluator, there should be a stated rationale for that opinion and suggestions for improvement*) :

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Instructor's response: \_\_\_\_\_

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Signed: \_\_\_\_\_

Instructor

\_\_\_\_\_ Date

\_\_\_\_\_ Division Chair

\_\_\_\_\_ Date

\_\_\_\_\_ Campus Associate Dean

\_\_\_\_\_ Date

\_\_\_\_\_ Collegewide Associate Dean

\_\_\_\_\_ Date

**Appendix F: BEVILL STATE COMMUNITY COLLEGE  
CLASSROOM OBSERVATION FORM (Web-based)**

Instructor: \_\_\_\_\_

Class Name/Call Number: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Campus: \_\_\_\_\_

The following is an observational evaluation of your Blackboard class on the date listed. Your Division Chairperson or Associate Dean will be glad to discuss any aspect of the evaluation with you. This evaluation will be utilized as part of the faculty evaluation process.

Item for Analysis	Agree	Disagree	No Basis for Rating
1. The official college syllabus is posted.			
2. The class schedule/calendar is posted.			
3. The instructor contact information is prominent.			
4. The written material appears clear and concise.			
5. The student to student interaction is encouraged by creating a learning community.			
6. The instructor uses tools to provide prompt feedback (Example: My Grades, My Progress)			
7. The instructor returns emails within 24 hours (except for holidays and weekends).			
8. If the instructor provides online office hours outside of normal business hours, these office hours are conducted at the posted time.			

Evaluator's comments (*For all items rated **disagree** by the evaluator, there should be a stated rationale for that opinion and suggestions for improvement*):

\_\_\_\_\_  
\_\_\_\_\_

Instructor's response: \_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Instructor

\_\_\_\_\_ Date

\_\_\_\_\_ Division Chair

\_\_\_\_\_ Date

\_\_\_\_\_ Campus Associate Dean

\_\_\_\_\_ Date

\_\_\_\_\_ College-wide Associate Dean

\_\_\_\_\_ Date

**Appendix G: BEVILL STATE COMMUNITY COLLEGE**  
***Annual Performance Evaluation for Faculty***

Employee: \_\_\_\_\_

Position Title: \_\_\_\_\_

Department: \_\_\_\_\_

Date: \_\_\_\_\_

Campus: \_\_\_\_\_

The purpose of this evaluation is to establish a constructive medium through which faculty performance of assigned duties and responsibilities can be reviewed to determine areas of strength and weakness. Additionally, the instrument should be utilized to propose a course of action which will continue to promote the highest performance standards.

*Directions: Place a checkmark for each applicable statement in the appropriate rating column.*

Item for Analysis	Exceeds Expected Standards	Meets Expected Standards	Does Not Meet Standards	Does Not Apply
<b>1. Job Knowledge</b>				
• Teaches organized, well-developed courses which met student needs. <b>CO</b>				
• Provides appropriate academic and/or vocational advising to students. <b>PDIII.</b>				
• Continues to progress in current position by utilizing a variety of professional development methods.				
• Teaches organized, well-developed IITS courses which met student needs ( <b>CO &amp; Stud Eval</b> ).				
• Teaches organized, well-developed Blackboard courses which met student needs ( <b>BP, CO, &amp; Stud Eval</b> ).				
Describe specific examples:				
<b>2. Efficiency and Effectiveness of Work</b>				
• Performs duties as listed in job description.				
• Meets timelines.				
• Attends work regularly and punctually.				
• Is accessible to students for academic assistance. <b>CO PD IV</b>				
• Completes required paperwork in an accurate and timely manner.				
Describe specific examples:				
<b>3. Working Relationships</b>				
• Recognizes, supports and respects others.				
• Interacts with public in a positive manner.				

Item for Analysis	Exceeds Expected Standards	Meets Expected Standards	Does Not Meet Standards	Does Not Apply
<ul style="list-style-type: none"> <li>Demonstrates ability to work well with colleagues. <b>PD IV</b></li> </ul>				
<ul style="list-style-type: none"> <li>Demonstrates ability to work well with administration <b>PD IV.</b></li> </ul>				
<ul style="list-style-type: none"> <li>Maintains confidentiality of program, staff, and student issues as required.</li> </ul>				
Describe specific examples:				
<b>4. Initiative/Work Attitudes</b>				
<ul style="list-style-type: none"> <li>Attends academic and extracurricular campus functions. <b>PD VIB</b></li> </ul>				
<ul style="list-style-type: none"> <li>Serves on assigned campus-based and college-wide committees. <b>PD VIA</b></li> </ul>				
<ul style="list-style-type: none"> <li>Participates in institutional planning process. <b>PDVIA</b></li> </ul>				
<ul style="list-style-type: none"> <li>Assists with recruiting for the College. <b>PDIII</b></li> </ul>				
<ul style="list-style-type: none"> <li>Participates in community service activities and/or organizations. <b>PD ID</b></li> </ul>				
<ul style="list-style-type: none"> <li>Participates in appropriate professional development activities. <b>PD V</b></li> </ul>				
<ul style="list-style-type: none"> <li>Accepts change/innovation willingly.</li> </ul>				
<ul style="list-style-type: none"> <li>Exercises sound judgment in decision-making.</li> </ul>				
<ul style="list-style-type: none"> <li>Responds positively to constructive criticism.</li> </ul>				
<ul style="list-style-type: none"> <li>Maintains appropriate attendance.</li> </ul>				
<ul style="list-style-type: none"> <li>Strives for self-improvement.</li> </ul>				
Describe specific examples:				
<b>5. Communication</b>				
<ul style="list-style-type: none"> <li>Ensures that oral and written communications are complete, clear, and understandable.</li> </ul>				
<ul style="list-style-type: none"> <li>Exchanges necessary information with all appropriate</li> </ul>				

Item for Analysis	Exceeds Expected Standards	Meets Expected Standards	Does Not Meet Standards	Does Not Apply
personnel.				
<ul style="list-style-type: none"> <li>Exchanges information and keeps appropriate supervisor(s) informed.</li> </ul>				
<ul style="list-style-type: none"> <li>Communicates effectively with others. <b>PD IV</b></li> </ul>				
Describe specific examples:				
<b>6. Professionalism</b>				
<ul style="list-style-type: none"> <li>Knows and adheres to the policies, rules, and regulations as stated in all BSCC publications.</li> </ul>				
<ul style="list-style-type: none"> <li>Exhibits behaviors that indicate commitment to the students, co-workers, and community of BSCC.</li> </ul>				
<ul style="list-style-type: none"> <li>Conveys professional image. <b>CO</b></li> </ul>				
Describe specific examples:				
<b>8. Improvements based on previous recommendations.</b>				

**Evaluator Comments:**

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**Objectives to be accomplished by next evaluation:** \_\_\_\_\_

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**Evaluator Signature:** This evaluation is based on the employee’s performance during the current program year. This evaluation has been discussed with the employee.

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

**Faculty Comments:** \_\_\_\_\_

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**Objectives to be accomplished by next evaluation:** \_\_\_\_\_

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Signing this form verifies that the evaluation has been discussed with you and that you have received a copy. It does not mean that you agree with its contents.

\_\_\_\_\_  
Faculty’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Campus Associate Dean - College-wide Associate Dean

\_\_\_\_\_  
Date

**Appendix H: Beville State Community College  
Independent Proctor Request Form**

**Course:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_

**I. Student Information:**

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Outside Email Address \_\_\_\_\_

Telephone Numbers (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

Blackboard ID: \_\_\_\_\_

**II: Independent Proctor Information:**

Proctor Name \_\_\_\_\_

Name of Institution \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone Numbers (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

Email Address \_\_\_\_\_

FAX Number \_\_\_\_\_

**III.** Date/Time student is scheduled to take exam \_\_\_\_\_

**IV.** By submitting this form, the student certifies that he/she has read and will comply with the examination policies and procedures.

