CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE

Distance Education Policy

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Definition

Distance Education is defined as a formal education process in which the majority of the instruction in a course (interaction between students and instructors and among students) occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may employ audio, video, or computer technologies.

Purpose
The purpose of distance education at CVCC is to enhance student learning and instruction by offering alternative course delivery formats.

> Goal 1: To provide a flexible learning environment through alternative course formats that provide an opportunity for education to those students who have responsibilities or circumstances that make taking traditional courses difficult.

> Goal 2: To provide educational opportunities to diverse groups of students who would have difficulties in accessing our campus due to circumstances like childcare, transportation, physical disabilities, or handicaps.

> Goal 3: To provide educational opportunities to individuals in the college's service areas by offering both credit and non-credit courses that can be delivered in a distance education environment.

Technical Assistance
Technical assistance will be provided by the following:
   a. Information Services Department will provide assistance to students with problems associated with Blackboard, college email, Camtasia, the college network, and will assist faculty with audiovisual equipment interfacing with computers. The Information Services Department will also provide training with AV equipment and computer interfacing.

   b. Training sessions will be available online by Blackboard consultants and by on-campus experts on how to deal with technical issues associated with Blackboard. In addition, instructors will have a toll free number to call to get technical assistance.

Course Development Support
Course development support will be provided by the Coordinator of Distance Education for all faculty offering courses or developing new courses. The Coordinator of Distance Education will create web pages related to distance education on the CVCC website and offer assistance for classroom development.

Evaluation of Distance Education Courses
The Office of Institutional Effectiveness and Planning will provide data on all distance education courses.

CVCC maintains a database on all distance education students so that cohorts of distance education students and traditional students can be compared based on learning outcomes, grades, withdrawal rates, retention, etc.

Quality standards will be used to measure and evaluate all distance education courses. These measures will provide feedback on the quality of instruction, course delivery, ease of use of the Blackboard platform, and technical requirements, and, at the same time, will meet the requirements set forth by the institution and SACS.

Distance Education Advisory Committee

Purpose Statement:
The Distance Education Advisory Committee is a college-wide committee. The Distance Education Advisory Committee is charged with the task of developing a Distance Education Plan which will best serve the needs of all CVCC students. The committee is responsible for providing input and making recommendations on academic and administrative policy issues related to distance learning. The committee will serve as the recommending body for new distance-learning courses and initiatives as they are developed. The committee chair is responsible to the Chief Academic Officer for committee activities and recommendations.

Size:	Approximately eight members, the Distance Education Advisory Committee provides broad representation from the College community.
Reporting lines:	Chief Academic Officer
Charge:	The Distance Education Advisory Committee provides input and makes recommendations on academic and administrative policy issues related to distance learning. The committee serves as the recommending body for new distance-learning courses and initiatives as they are developed.
Membership:	Debra Plotts, Distance Education Coordinator
	David Hodge, Chief Academic Officer
	Joree Jones, Director of Institutional Effectiveness and Planning
	Susan McCollum, Instructor, Division of Mathematics and Science
	Anne Messner, Instructor, English and Reading
	Jody Noles, Director, Information Systems
	Andy Scales, Instructor, English
	Aurelia Smith, Instructor, Computer Information Systems

It is the policy of CVCC to offer distance education courses equal in quality to courses taught in a traditional classroom.

All distance education courses offered at CVCC will be required to meet the same course objectives as on-campus counterparts.

All distance education courses will provide for timely and appropriate interaction among students and faculty, and among students.

Distance Education courses taught via the Internet will provide a variety of ways for students to communicate with the instructor and each other (e.g., email, threaded discussions, telephone). This is to make sure that students in Distance Education courses receive the same quality of interaction with the instructor and with other students that participation in the traditional classroom provides.

Student success rates in distance learning courses will be tracked to compare the student performance in distance education classes against students taking equivalent courses in a traditional format.

> Students must take CIS101 as a co-requisite for their first online class.
> Transfer students may take and pass a challenge exam in lieu of CIS101.

Students who are reentering the distance learning environment after a five-year absence must repeat CIS101 or pass the challenge exam.

The Chief Academic Officer will have the final decision in determining what courses will be included in the semester schedule.

Distance Education faculty and students will be evaluated periodically to assess the quality of the program.

Distance Education courses must maintain sufficient enrollment. Courses with low enrollment may be eliminated from the schedule at the discretion of the Chief Academic Officer and the appropriate Division Chair. In order to qualify to teach distance education courses, faculty must undergo the training necessary to satisfactorily complete a required skills verification checklist.

Course Development
The Distance Education Advisory Committee, made up of distance education instructors and administrators, and the Distance Education Coordinator, will review the course for approval. After approval, a copy of all forms must be sent to the Office of the Chief Academic Officer.

Online / Hybrid Course
Chattahoochee Valley Community College offers courses via the Internet. Students must have access to the Internet from home or work and should be familiar with Blackboard. Hybrid courses are blended courses where the student comes to campus for more than 50% of the instructional time and uses the Blackboard component for the balance of the time as an online learning experience.

Request to Develop a Distance Education Course:

Instructors interested in developing a Distance Education course (i. e. modifying a traditional course for online instruction) must submit a Course Proposal Form. This must be completed and sent to the instructor's division chair. The Division Chair must approve the request and forward it to the Chief Academic Officer. Once the Chief Academic Officer approves the request, it will be forwarded to the Distance Education Coordinator.

The Distance Education Coordinator will review the request for development of each distance education course and determine if the course meets the necessary requirements. If the requirements are not met, the Distance Education Coordinator will email the instructor and state that the course does not meet the requirements set forth by the Distance Education Policy and Procedures Manual. If the requirements are met, the Coordinator of Distance Education will then email the Distance Education Advisory Committee for their approval or rejection of the course(s). If committee approves the courses, then the Distance Education Coordinator will send an email to instructors listing courses that were approved and information on the development of the course.

The Chief Academic Officer will oversee the timelines for development of distance education courses.

Online Course Development Flowchart
Distance Education Advisory Committee

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Start

1
Course proposal form is submitted to Division Chair for approval signature.

2
Division Chair presents proposal to Chief Academic Officer for approval.

3
Chief Academic Officer Approval?

4
Chief Academic Officer forwards to Coordinator of Distance Education for approval from the Distance Education Advisory Committee.

5
Distance Education Advisory Committee reviews proposal and worksheet submission.

6
Distance Education Advisory Committee Approval

7
Distance Education Advisory Committee sets up a review schedule and course development/ modifications begins.

8
Distance Education Advisory Committee periodically reviews development to ensure requirements are being met.

9
Final presentation to Distance Education Advisory Committee for final approval.

10
Distance Education Advisory Committee Approval

11
Proposal returned to Division Chair for course modifications.

12
Coordinator of Distance Education acquires necessary signatures and course is approved

13
Chief Academic Officer, Final Approval and Signature

14
Curriculum Committee for review and approval

15
Substantive Change filed if required?

16
Institutional Effectiveness files substantive change.

17
Cabinet for review and final approval

18
Returned to Chief Academic Officer for implementation oversite.

End
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The committee will review the course template to see that it meets all requirements and that all necessary documents are completed. During the review, the committee will verify that all preliminary steps in the approval process have been met. This will ensure that all distance education courses are consistent in content and exhibit academic integrity. When the review is complete, the committee will determine whether or not the course is approved. If the committee recommends changes, the instructor will make the necessary changes, and the Distance Education Coordinator will determine if there is a need to review the course again or make the approval. If the course is approved, the Distance Education Coordinator will complete the Course Approval Form and secure the necessary signatures. The completed form will be filed with the Chief Academic Officer.

Online, Hybrid, CD/DVD Based, and Telecourse
Full-time instructors teaching distance education courses with the appropriate number of students enrolled may teach the course as part of their regular teaching load or as an overload(determined on an individual basis by the Division Chair) at CVCC's adjunct rate. The Chief Academic Officer and the Division

Chair will determine whether the class is necessary if the number of students is below the minimum number.

Adjunct instructors teaching distance education courses, with a minimum of eight students enrolled, may teach the course at CVCC's adjunct rate. The Chief Academic Officer and the appropriate Division Chair will determine whether the class is necessary if the number of students is below the minimum number.

Fully On-Line and Hybrid

Instructor Load
If an instructor wishes to teach more than two on-line classes per semester AND there are sufficient numbers to justify a course, he/she should petition the appropriate Division Chair, who will in turn contact the Chief Academic Officer. The Chief Academic Officer must approve an instructor's designation to teach more than two online classes in any semester.

Part-time faculty must be approved by the Chief Academic Officer prior to being assigned online instructional duties. Permission must be secured each semester on a class by class basis.

It is recommended that online course enrollment includes 25-35 students with opportunities for instructors to make additions.

Some hybrid courses may be limited due to the number of computers and/or lab stations. The class limits for these courses will be determined by the Chief Academic Officer and the Division Chair.

Instructors teaching Distance Education courses must offer a general orientation presentation and a course access quiz at the beginning of each class they are teaching. Students enrolled in the course will be required to view the orientation presentation and take the course access quiz by the date designated in the schedule. Failure to take the course access quiz will result in the student being listed as a **No Show** and dropped from the class role.

Instructors developing distance education courses will submit an online syllabus for each class each semester to the Chief Academic Officer, which must include all of the information designated on the Distance Learning Syllabus Check List.

Instructor Accessibility
Students can communicate with the instructor during posted office hours. In addition, the student can email an instructor at any time, with the instructor responding in a timely fashion. Unless the instructor sets up a time for all class members to meet either face to face or online at the same time, the assumption is that everyone, including the instructor, may be online at different times.

Instructor accessibility is a key component of students' success in Distance Education. Methods of accessibility include, but are not limited to:

> **Email**
> > It is recommended that instructors keep a record of class email.

> **Phone Calls**
> > It is recommended that instructors keep a log of phone contacts.

> **Discussion Forums**

Face-to-Face Appointments

Instructors MUST communicate with students on a consistent and ongoing basis. It is recommended that even, if the instructor's 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.

It is also recommended that instructors inform students, in advance when possible, of times they may be away from their computer for any length of time or out of touch because of their obligations. Such notification lets students know that the instructor cares about them enough to keep them informed and prevents frustration over unanswered email and phone calls.

Evaluation:

All instructors must include at least four evaluations in each course
Students will be informed of the evaluation strategies in each course.
Students will be strongly encouraged to complete an online evaluation.

Documentation and Backup
Instructors MUST keep documentation of communication and interaction with students. This is to protect both the instructor and the student. It is also one of the means through which an evaluator can ensure that an instructor is doing a thorough job in teaching the course.

In addition to course backup, an instructor might want to keep a journal of phone contact, chat room time/topics, discussion forum topics, email communications, etc. (TIME spent is as important as WHAT was communicated).

Course Backup
It is recommended that an instructor back up his/her course(s) at the beginning of the semester and periodically throughout. Each time this is done, a current version that documents all student/instructor activity will be recorded.

It is highly recommended that an instructor perform a final semester backup of his/her Blackboard course by saving a local copy on his/her machine once the semester is completed and grades are final. This copy will act as an official document of all student/instructor activities. Blackboard training will be provided for all instructors teaching online or hybrid courses.

Chattahoochee Valley Community College encourages its faculty to pursue initiatives that will enhance the College's ability to offer distance education courses. Policy addressing the respective ownership and royalty rights of the College and faculty in regard to distance education courses will be congruent with CVCC Operations and Policy Manual Policy 3.5.4 (Copyrights, patents, and Royalties resulting from instructional materials created by employees and/or students.)

Online Campus Testing
Instructors are responsible for administering exams for their distance education students.

Proctor Guidelines
Students are responsible for securing proctors outside of campus. Proctor Application/Agreement form should be submitted at the start of every term, no later than 14 days after the first class day. Once a

Proctor Application/Agreement form has been submitted to the Chief Academic Officer, the proctor will go through the approval process. Approved proctors will remain accepted and on file for one year. After a period of one year a new Proctor Application Form should be submitted.

Proctoring Guidelines for Students
Under serious or extenuating circumstances, a faculty member may give permission for a student to take a proctored examination off the CVCC campus.

The instructor of a distance education class may require that either the mid-term or final examinations be proctored, i.e., taken in the presence of another person. CVCC verifies all proctor information. If a student is found to have falsified proctor information, the student will be in violation of the Code of Student Conduct.

Acceptable Proctors:
Proctors must be people of good character with sound credentials. The proctor a student selects must be someone who adheres to a code of conduct in his/her profession.

Unacceptable Proctors
Family members, friends, someone who reports to the student in a work context, or anyone with a personal connection to the student is not allowed to serve as a proctor.

In all cases, the Chief Academic Officer must approve the proctor before the exam will be forwarded.

Process of Proctor Approval
The Chief Academic Officer must pre-approve proctors before they will be authorized to administer exams. The student and his/her proctor must fill out the Proctor Application/Agreement Form. Proctor Application/Agreement Forms should be submitted at the start of the term, no later than 14 days after the first class day. It is the student's responsibility to return this form to the Office of the Chief Academic Officer at CVCC. Once the Proctor Application/Agreement form is received and the proctor has been approved, the proctor will receive an email notification using the CVCC student email account. If an examination is received using a proctor who has not previously been approved, the exam will not be graded.

Scheduling Your Examinations with a Proctor
If a student requires the services of a proctor, he/she should schedule appointments with his/her proctor for taking the exams prior to the actual exam date.

Falsifying proctor information will result in disciplinary action being taken by the College, up to and including permanent expulsion of the student.

Quality Standards

Institutional Support Benchmarks
The reliability of the technology delivery system is as failsafe as possible.

Student Privacy Assurance Policy
Chattahoochee Valley Community College safeguards student information in the form of unique user IDs and passwords assigned at registration. When a student applies for admissions to the college, we require they provide a valid Driver's License, State ID, Passport or Military ID before being admitted. This confirms student identity prior to registering for classes.

For online resources, students have three systems they may access that contain personal information.

1. The **Distance Learning** platform, Blackboard 9.1, contains class information and is secured by a unique user ID and password created using a combination of the student's first name, last name and student ID number. The password is the student number and students are encouraged to change their password soon after signing on for the first time. All of this information is available to the students on the CVCC website (http://www.cv.edu/content/view/66/58/). Chattahoochee Valley also encrypts all traffic to and from the Blackboard server via a secure certificate.

2. The **E-mail** system uses the same user ID and password as Blackboard. Students are encouraged to change their e-mail password as well.

3. **Pirate Web** is where students go to check financial aid, grades, transcripts and various other permanent records. This system is also secured with a unique student ID and password. In this case the student ID is the student number or social security number. The password is their date of birth by default, and students are encouraged to change this soon after logging in the first time (http://www.cv.edu/content/view/17/52/). Traffic to and from the Pirate Web system is also encrypted using a secure certificate.

The college reviews its online security protocols annually to ensure the privacy of student information.

Course Development Benchmarks
Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes—not the availability of existing technology—determine the technology being used to deliver course content.

Instructional materials are reviewed periodically to ensure they meet course requirements.

Courses are designed to require students to engage in analysis, synthesis, and evaluation as part of their course and program requirements.

Teaching and Learning Benchmarks
Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including email, online discussions, or voice-mail

Feedback to student assignments and questions is constructive and provided in a timely manner.

Students are instructed in the proper methods of effective research, including assessment of the validity of resources.

Course Structure Benchmarks
Before starting an on-line program, students are advised about the program to determine (1) if they possess the self-motivation and commitment to learn at a distance and (2) if they have access to the minimal technology required by the course design (3) if they have the computer skills necessary to be successful.

Students are provided with course information that outlines course objectives, concepts, and learning outcomes. Students have access to sufficient library resources that may include a "virtual library" accessible through the World Wide Web.

Faculty will inform students of expectations regarding times for student assignment completion and faculty response.

Student Support Benchmarks
Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements and student support services.

Students are provided with hands-on training and information to aid them in securing material through electronic databases, interlibrary loans, governmental archives, news services, and other sources.

Throughout the duration of the course/program, students will have access to technical assistance, including detailed instruction regarding the electronic media used and convenient access to technical support staff.

Questions directed to student service personnel are answered accurately and quickly with a structured system in place to address student complaints.

Faculty Support Benchmarks
Technical assistance in course development is available to faculty.

Faculty members are assisted in the transition from classroom teaching to online instruction and are assessed during the process.

Instructor training and assistance continues through the progression of the online course.

Faculty members are provided with written resources to deal with issues arising from student use of electronically-accessed data.

Evaluation and Assessment Benchmarks
The program's educational effectiveness and teaching/learning process is assessed through an evaluation process that uses several methods and applies specific standards.

Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.

Intended learning outcomes are reviewed regularly to ensure clarity, utility and appropriateness.

Copyright Policies

Intellectual Property Issues

According to current copyright ownership rule: "The person who authors the work is the owner. However, in work for hire situations, the employer is the owner." Furthermore, a "regular employee" is defined as someone who has taxes withheld, has a schedule set by the employer, may have projects assigned by the employer and uses materials and equipment provided by the employer. Courts have determined that educators are not "regular employees" because they have academic freedom. Therefore, faculty who develop distance education courses may be considered independent contractors, especially if they received special compensation (a stipend) for their efforts.

In order for a college to "own" the distance education courses developed by their faculty, the copyright law specifically requires that a transfer of copyright (also known as a contractual ownership transfer) be evidenced in writing and signed by both the author and the transferor.

Employees who create or participate in the creation of textbooks, study guides, audio/video recordings, computer programs, distance learning materials, and any other works to which the law of copyright applies shall own the copyrights to said works. The respective rights of employees who create joint works shall be determined on a case-by-case basis by mutual agreement among the employees involved. The terms and conditions of any subsequent use of such materials by the College shall be determined on a case-by-case basis by agreement between the copyright owners and the College, consistent with the provisions of this Agreement. The Office of the Associate Chief Academic Officeral and Information Technology shall be provided with copies of all such agreements.

Copyright owners shall have complete control over the manner and form in which their works are used by the College.

Use of Copyrighted Materials for Instruction
The Copyright Act of 1976 was written to protect original works of authorship, including literature, movies, plays, computer programs, works of art and sound recordings (Report on Copyright, 1999). In its original form, the Act has several exceptions, including several specifically designed to address educational issues.

For more information on copyright laws, click on the following blackboard link:

http://www.uic.edu/depts/accc/itl/blackboard/manuals/Copyright_FairUse.pdf

Student Policies and procedures
- General orientation sessions for all distance education students will be offered each term to ensure an understanding of policies and procedures unique to distance education.

- Any additional fees associated with distance learning courses are published in the semester class schedule.

- In the event that a student who is registered for a distance education course cannot attend the general orientation session, he or she must contact the Chief Academic Officer so that arrangements can be made for the instructor and student to meet.

- It is recommended that students registering for distance education classes have a minimum 2.5 GPA. Students with less than a 2.5 should be discouraged from taking the distance education courses.

- If required by the instructor, midterm and final exams may be taken on campus. If a student cannot come to campus to complete these exams, arrangements can be made to take the exam through a proctor. All students must complete the course evaluation form before taking the final exam.

- Students have the right to express themselves and participate freely in an online class. However, they are expected to treat each other and the instructor with courtesy and respect in any form of communication, e.g., emails, discussion postings, group projects, and submitted

assignments. Students are allowed to disagree with each other or the instructor but must do so in a civil manner.

- The discussion area of the course is reserved for postings related to course work only. Grades and personal issues should be handled by private email to the instructor.

- All applicable college policies regarding student affairs should be adhered to at all times. No information in the Distance Education section supersedes policy already outlined in the College policy manual.

Information Technology Policies and Procedures

Acceptable Use Policy

These guidelines are to assist with the interpretation and administration of the Acceptable Use Policy for Information Technology Resources. They outline the responsibilities each student and employee assumes when using information technology resources. The purpose of the information technology resources is to provide educational resources for the College's students and employees. Chattahoochee Valley Community College provides access to computer equipment and resources necessary to support the educational mission of the College. Access to college information systems is granted to students and employees as a privilege and, as such, imposes certain responsibilities and obligations.

The College expects all students and employees to use information technology resources in a responsible manner, respecting the public trust through which they have been provided, the rights and privacy of others, the integrity of the facilities, and pertinent laws, college policies and standards and to limit their use of information resources to the educational purposes and legitimate business of the College. This policy applies to all users of the College's information technology resources, including faculty, staff, students, guests, organizations, and individuals accessing external network services, such as the Internet via college facilities. **By using the College's information resources, users agree to abide by these policies and procedures.**

Violations of this policy may result in suspension or revocation of utilization privileges, administrative discipline, or immediate termination/dismissal of the violator's relationship with Chattahoochee Valley Community College and could lead to criminal and civil prosecution. Every member of the College community has an obligation to report suspected violations of the Acceptable Use Policy for Information Technology Resources. Reports should be directed to the department responsible for the particular system involved. College information technology usage policies apply to all users and to all telephones, computer hardware, software, networks peripheral devices, data and any other components connected to or associated with the College's computer systems, including access to the Internet and the use of electronic mail. The College will not be held liable for the actions of the College computer users when those actions are inconsistent with the policies and procedures set forth here.

The College makes no representation concerning the availability of computer resources, the privacy of material, or the integrity and/or retrieval ability of material placed on these resources. The College is not responsible for any damages resulting from the receipt and/or transmission of any electronic information. Acceptable use of the College's Internet connection provided via the Alabama Research and Education Network (AREN) is also governed by this document. Any activity that is not listed here, which violates local, state, federal laws, or the **AREN Acceptable Use Policy**, is also considered a violation of this Acceptable Use Policy.

User Responsibilities:

Use of the College's information technology resources is permitted based on acceptance of the following specific responsibilities:

Use only those information technology resources for which the user has permission.

Example: It is unacceptable

- To use resources without proper authorization,
- To use someone else's account and password or share your account and password with someone else,
- To access files, data, or processes without authorization,
- To access files or data that are not publicly available,
- To purposely look for or exploit security flaws to gain system or data access,
- To obstruct the operation of the College's computer systems,
- To insert inappropriate objects into disk drives,
- To tamper with cables,
- To add or delete files or software without authorization,
- To change computer or network settings without authorization,
- To display or print materials of sexually explicit or discriminatory nature,
- To use information technology to violate any other college policy or procedure,
- To use information technology for illegal or criminal purposes that violate federal, state, or local laws.

Use information technology resources for the purpose intended.

Example: It is unacceptable

- To send forged email,
- To use electronic resources for harassment or stalking other individuals,
- To send bomb threats or hoax messages,
- To send chain letters that may interfere with the system's efficiency,
- To intercept or monitor any network communications,
- To use computing or network resources for commercial advertising or other commercial purposes,
- To use computing or network resources for the promotion of other external organizations not related to the mission of the College,
- To attempt to circumvent security mechanisms,
- To use privileged access for other than official duties,
- To use former privileges after graduation, transfer, or termination.

Protect the access and integrity of information technology resources and the privacy of others.

Example: It is unacceptable

- To access or attempt to access another individual's password or data without explicit authorization,
- To access or copy another user's electronic mail, data, programs, or other files without permission,

- To use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language,
- To use threatening, intimidating or vulgar behavior toward lab assistants, work study students or staff,
- To continue sending email messages to someone after being told to stop,
- To post derogatory information or statements about a person.

Abide by applicable laws and college policies, and respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software.

Example: It is unacceptable

- To make more copies of licensed software than the license allows,
- To plagiarize works that you find on the Internet,
- To upload, download, distribute, or possess pornography,
- To violate copyright laws, including the use of images, programs, sounds, and text.
- To upload, download, or distribute copyrighted materials, including, but not limited to, software, music and movies for which the user does not have the permission from the owner to do so.

Accommodations for Disabilities
Chattahoochee Valley Community College complies with Section 504 and 508 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990.

- The Rehabilitation Act of 1973 requires that no otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any executive agency or by the United States Postal Service.

- The Individuals with Disabilities Education Act of 1997 [IDEA], [PL 105-17], regulations require that all students with disabilities participate in a state's accountability system.

- The American with Disabilities Act of 1990 requires a covered employer to reasonably accommodate a qualified disabled applicant or employee unless it can show that, by doing so, it would suffer an undue hardship.

Programs, services, and meetings conducted by the College will be accessible to all who desire to attend.

Chattahoochee Valley Community College recognizes that access has two distinct areas: access to technology and access to programs and courses. In order for the College to meet and exceed its responsibility, the following procedures set forth minimum standards for accessibility:

I.   **Access to Technology and Electronic Information**
     Access to technology and electronic information is comprised of three facets: (a) the purchase of products and services, (b) assistive software, and (c) accessibility of web pages.

     - Procurement Procedures - Electronic and Information Technology (EIT): EIT equipment (includes, but not limited to printers, fax machines, and copiers) and contracted services need to be accessible and usable to all individuals with disabilities. Product examples

include software applications, telecommunications, videos, multimedia, self-contained closed products (e.g. ATM's, copiers, information kiosks, fax machines), and desktop and portable computers.

- Campus Websites: Chattahoochee Valley Community College web standards support the principle of "Universal Design," which promotes a high degree of usability for people with visual, hearing, physical, language, and cognitive disabilities. Chattahoochee Valley Community College follows the Section 508 web standards. Web accessibility should be tested each semester. The College's home web page and every individual web page hosted by the College's website shall follow the Section 508 web standards.

- Web Enhanced Instruction
    - New online courses should be tested by the instructor, using Section 508 standards.
    - Existing courses should be tested before Fall Semester 2012 to meet the same standards required by Section 508.

- Alternate Media: All district publications, brochures, handbooks, syllabi, phone directories etc. intended to convey information regarding courses, programs, or general information to students, staff, or members of the public shall be made available in alternate formats. All such printed materials shall include the following statement: Upon request, this publication will be made available in alternate formats.

- Student computer labs shall have immediately accessible stations for students with disabilities.

II. Access to Programs and Courses
The College will provide access to web-enhanced programs and courses.

- All instructional and informational video media should have the capability to be closed captioned. When requested, closed captioning of all television broadcasts and videotaped distance education course materials shall be provided to persons with hearing disabilities.

- Alternate media will be provided upon request for students with verifiable print disabilities. Alternate formats include, but are not limited to, Braille, electronic text, audio recording, large print, tactile graphics, and captioning.

- These accommodations, to be requested by the student, must be made on a case-by-case basis to ensure the integrity of the academic program and the educational experience. Requests for accommodations must be responded to in a timely fashion. The decision-making process for academic adjustments may involve the faculty member, the student, and the learning disabilities professional. Identifying and selecting appropriate accommodations require an analysis of the task, the student's disability, course objectives, and faculty input. Examples of accommodations may include but are not limited to the following: alternative test formats, extended time, alternative access to oral and written material, and course substitutions. Federal laws and subsequent court decisions make it clear that colleges are not expected to make changes in the curriculum that compromise essential components of a program.

Internet Course Requirements at CVCC
Do you have the following?

Yes   No

O   O   A desktop or laptop computer running Windows 7 or higher.

O   O   A monitor.

O   O   Reliable Internet access.

O   O   Internet Browser software: recommended Mozilla Firefox 11, Chrome 17,
                Internet Explorer 9. Please update your browser when a new version becomes available.

O   O   Word processing program such as Microsoft Word 2010 or above
                (Microsoft Works is not compatible).

O   O   A printer connected to the computer if the instructor requires it

O   O   A DVD drive.

O   O   Sound Card.

O   O   Most recent versions of plug-ins and viewers. These are free additions to
                browsers that allow students to view special course components such as video,
                clips, or animations.

- Students who do not have one or more of the above components may not be successful in an online course
- Students who take online courses must be self-motivated and able to work with a minimum amount of supervision. Students must assume full responsibility for organizing a highly personalized study plan and adhering strictly to that plan to ensure individual efficiency and successful learning. Students who do not have one or more of the above characteristics may not be successful in an online course.

Exam Cover Sheet

Instructions:	You must include this form with each written exam submitted. Please print legibly in the spaces provided. Please ensure that this form is signed by both the proctor and student before submitting.		
Student Name:	_____		
CVCC ID:	_____		
Course Name:	_____		
Exam Date:	_____		
Exam:	ڤ	Mid Term	ڤ	Final

Student Statement

        By signing below, I attest that I have completed this examination in accordance with the Student Handbook and the testing policy for distance education students.

_____   _____

Student Signature   Date

Proctor Statement

        By signing below, I ensure that this exam was completed by the appropriate student in accordance with the exam instructions and the Proctor Guidelines for distance education students.

_____

Proctor Signature

_____

Date

Student Distance Learning Application Form

Student Name:_____

CVCC ID:_____

Telephone Number: _____

E-Mail Address: _____

Address: _____

_____

Course Title: _____

Course Number: _____

Instructor: _____

Semester and Year: _____

I, the undersigned, have completed an orientation session about distance education classes and understand all the policies and procedures as expressed in my course syllabus and agree to comply with the provisions set therein.

Name: _____ Date: _____

(Signature)