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Welcome

Today, technology has changed such that it allows learners to receive an education anytime, anywhere, through technology media such as the internet, televised instruction, and video. Most on-line courses are offered via asynchronous communication, which means that the information is not offered at the same time the student is trying to access it, nor are other learners accessing it at the same time.

Our Distance Education courses at LBWCC require the same goals, objectives, and competencies as all other traditionally offered courses. The primary difference is in how they are delivered. Instead of the student having to attend a class everyday where the instructor delivers the lecture and the student takes notes, our Distance Education classes are delivered over the internet or through other Distance Education media. Due to the emergence of technology, students and instructors can now overcome scheduling problems associated with time, geography, childcare, and work.

Our web pages are here to assist you with becoming a successful Distance Education student. Lurleen B. Wallace Community College prides itself on the academic integrity of the programs we offer. You will find that the same instructional outcomes of our traditional on-campus courses are found in our Distance Education courses. You can expect to work from 5 to 10 hours per week during the semester to complete your course assignments. Thus, the same level of motivation, dedication, and persistence must be maintained in Distance Education courses as in traditional classroom courses.

Let me personally say thank you for choosing Lurleen B. Wallace Community College’s Distance Education courses as a means of achieving your education goals. If you need any help or assistance, please feel free to contact any LBWCC advisor or call me at (334) 881-2254.

Best Regards,

John Bess
Chair of Distance Education Advisory Committee
Overview

Distance Education offers Lurleen B. Wallace Community College (LBWCC) students a flexible, convenient way to earn college credit. As an alternative to attending classes on campus, Distance Education brings the classroom to the student via the internet.

LBWCC considers a distance education course to be online or hybrid and accessed using the Canvas course management system. LBWCC also offers traditional courses the opportunity to use a web-enhanced component and these courses are titled as web-enhanced courses. However, they are not considered a distance education course.

Within this Distance Education Policy and Procedures Manual, you will find important information regarding the course development and approval processes, credentialing, responsibilities and expectations, as well as technical and administrative support for faculty assigned to teach distance education courses at LBWCC. All distance education faculty should familiarize themselves with this document so that you are aware of all the policies and procedures associated with distance education. You may review this document as well as the college’s policies and procedures manual on the college’s website at www.lbwcc.edu.

The 2017-18 Distance Education Policy and Procedures Manual was approved by the Distance Education Advisory Committee on November 16, 2017. The policy was also approved by the Instructional Council on December 6, 2017.
College Mission and Vision Statement

Mission Statement

Vision Statement
As a leader in accessible, innovative education and training for a diverse community, Lurleen B. Wallace Community College will be the institution of choice for student success.
Definition, Mission, and Purpose of Distance Education

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

**Definition of Correspondence Education**
Correspondence Education is a formal education process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

**Mission of Distance Education**
Distance Education serves as a catalyst in supporting the institutional philosophy at LBWCC. We believe that Distance Education gives the College the opportunity to offer Distance Education courses that meet the same objectives, provide the same content, meet course prerequisites, and fulfill degree or certificate requirements; provide an educational environment that is conducive to learning; and provide opportunities for students who have been historically underserved in their academic endeavors.
Purpose of Distance Education
The purpose of Distance Education at LBWCC is to enhance student learning and instruction by offering alternative course formats. Distance Education courses are designed for flexibility, making them available anytime and anywhere.

Goal 1: Anytime - 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: Anywhere - to provide educational opportunities to diverse groups of students who would have difficulties in accessing any of our three campuses due to circumstances like child care, transportation, physical disabilities, or handicaps.

Goal 3: Anyhow - 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 format. This method can be for students who wish to supplement their current degree program or for those students who wish to begin their college education.

Principles of Good Practice for Electronically Offered Academic Programs and Certificate Programs
Distance Education activities comply with the SACSCOC “Best Practices for Electronically Offered Degree and Certificate Programs”. All courses that are offered via Distance Education meet the same quality standards as those that apply to campus-based instruction.

Review of Distance Education Policy and Procedures Manual
The responsibility for evaluating and revising the Distance Education Policy and Procedures Manual resides with the Distance Education Advisory Committee (DEAC). This committee is composed of faculty, staff, and administration. The committee reports to the Dean of Instruction.
Copyright and Intellectual Property Policies

Intellectual Property Policy
The College defines intellectual property as works, discoveries, or findings that are intellectual or creative in nature.

Employees:
The following policy applies to all full-time and part-time faculty and staff, as well as to individuals who have contracted with the College to perform services:

LBWCC owns all intellectual property, including but not limited to any copyrighted, trademarked, or patented works that are fully or partially created by employees on institution time or with the institution’s resources, such as equipment, facilities, and supplies. Revenue generated from the sale or distribution of such intellectual property belongs to the College.

The employee retains the rights to any copyrighted, trademarked, or patented works that are not created on institution time or with the institution’s resources. Employees who anticipate creating a piece of intellectual property on their own time shall submit a completed Notification of Secondary Employment form prior to beginning work in order to avoid potential conflicts over ownership rights of that material.

Students:
The following policy applies to all full-time and part-time students:
Ownership of any intellectual property created by a student enrolled at the College such as written compositions, musical scores, sculptures, paintings, photographs, films, audio or video recordings, and computer software, shall be vested in the student unless the student has created this intellectual property in the course of employment by the College. Students who are employed by the College (e.g., tutors, Work Study students) are subject to the employee policy noted above.
When a student submits work as a course requirement, the College is granted a perpetual, royalty-free license by the submitting student to make copies of the work and to distribute copies to faculty, staff, or students for administrative and educational purposes.

The College and its students recognize that some intellectual property may arise or be developed by students from interaction with the instructor and other students. Under those circumstances, the intellectual property may not be the exclusive property of the student.

When a student's work has been accepted for publication by a journal or a publisher, absent an agreement to the contrary, the work becomes the property of the publisher.

**Resolution of Disputes:**
In cases where ownership of intellectual property is uncertain, the President will establish an ad hoc committee to review the details of the case and make a final determination regarding rights to the material.

**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, and 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. (Use upon the potential market or value of the copyrighted work). (Report on Copyright, 1999).
Distance Education Facilities and Support Services

Distance Education Equipment and Facilities
Lurleen B. Wallace Community College provides the necessary equipment and facilities to effectively deliver synchronous and asynchronous courses at a distance. Canvas is the platform for the Internet-based delivery of online programs. All courses must be placed on Canvas, whether online or traditional. Computers with Internet access are available on campus for students who may need to use campus facilities for Distance Education purposes. All courses that require laboratories and clinical site visits, which cannot be completed via technology-based Distance Education, are handled with special arrangements made by the faculty member and the Dean of Instruction.

Funding for Distance Education
Sufficient funds for the operation of Distance Education programs have been allocated to maintain instructional offerings. The annual College budget provides for the maintenance of equipment and networks, and the Dean of Instruction and Associate Dean of Instructional and Information Technology are responsible for this budget.

Institutional Technology Responsibility
The College Information Technology Department provides the technical expertise necessary for maintaining equipment and networks so that the delivery of Distance Education programs may occur. The Associate Dean of Instructional and Information Technology addresses student and faculty concerns with the delivery of Distance Education. In addition, the Coordinator for Distance Education Faculty Development provides training for faculty and staff. The Coordinator for Distance Education Faculty Development schedules several training modules for professional development during each year; in addition the Dean of Instruction may request additional training for faculty and staff on an as-needed basis. The Coordinator for Distance Education Faculty Development provides orientation and training modules available online for students.
Distance Education Course Definitions

**Online Courses**
An online course is defined as one for which 100% of all regularly scheduled face-to-face class meetings are replaced by required learning modules completed at a distance and managed online through Canvas. Online courses allow students to take courses from geographically remote locations. The tuition and fees are the same for all courses at LBWCC. Also, these courses do not have any additional fees associated with verification of student identity. An online course must complete the review process by DEAC.

**Hybrid Courses**
A hybrid course is defined as a traditional, classroom based course that is heavily supplemented with web technology. Fifty percent or more of the course is conducted and managed by required learning modules, completed at a distance, and managed online through Canvas. The other 50% or less of the course is traditional and requires face-to-face time. The tuition and fees are the same for all courses at LBWCC. Also, these courses do not have any additional fees associated with verification of student identity. A hybrid course must complete the review process by DEAC.

**Web-Enhanced Course**
A web-enhanced course is taught entirely face-to-face, but supplemented by a web component delivered in Canvas. Internet technology is not used to supplant any classroom activity or time spent in the classroom, but rather to augment it. A traditional course is deemed web-enhanced only if the web component of the course is not used to reduce class/laboratory/clinical time. A web-enhanced course may reduce direct contact hours to accommodate special circumstances if the course instructor is temporarily unavailable. It may not be used to reduce contact hours every term or for every section of the course offered. Web-enhanced courses are not considered distance education courses because instruction takes place in the classroom.
Since these courses are only used to supplement the traditional course, they will not be required to go through the same development process as online and hybrid courses but the web-enhanced course process will require the following:

- Use Pre-Approved web-enhanced template or previously approved Distance Education Course
- Add content to course shell meeting the requirements of the Preliminary Checklist for Web-Enhanced Course Development.
Distance Education Course Information

**Accessing Online Courses**
LBWCC Distance Education courses are currently offered in Canvas, which can be accessed at https://lbwcc.instructure.com/login.

All Distance Education faculty members are issued Canvas accounts once the faculty member has been approved to develop a Distance Education course.

**Archiving a Distance Education Course**
All Canvas courses are archived once the course is concluded. This process provides a record that may be useful in the event of an audit or to answer questions concerning student activity in the course. Archiving provides statistical data showing that the expected standards are being maintained. These courses are retained forever and can be accessed at https://lbwcc.instructure.com/login.

**Award of Credit**
Distance Education courses are equivalent to traditional courses in the amount and level of credit awarded to students. The primary difference between Distance Education courses and traditional courses is the method of delivery.

**Course Oversight**
Like all academic activities, Distance Education at LBWCC operates under the purview of the Dean of Instruction. The Instructional Council is composed of faculty and/or division chairs, the librarian, two campus directors, the Associate Dean of Applied Technologies, the Associate Dean of Workforce Development, the Associate Dean of Instructional and Information Technology, the Chair of Distance Education Advisory Committee, and the Dean of Instruction. This council adheres to the policy that all courses of the same prefix and number are equivalent, regardless of mode of delivery.

**Course Access – Administrative Rights**
Only authorized Lurleen B. Wallace Community College personnel and the instructor should have access to course information. Students should not have access to the instructor’s secure login and password.
Course Availability
All Distance Education courses will be accessible to students on the first day of the term.

Course Cancellation
The College reserves the right to cancel any class due to insufficient enrollment, limitation of funds, lack of qualified staff availability, or lack of facilities. Determination of course cancellation will be made prior to the first class meeting. Division chairs will notify the instructor, and the instructor will notify the students with a follow-up phone call if phone numbers are available.

Course Caps
Distance Education courses are generally capped at a number similar to that of the number of seats in the corresponding traditional course.

If the total enrollment is greater than the cap for a traditional course, then the instructor teaching the course may be paid at the regular load for one course and offered an overload based on the total number of students beyond the cap of the course.

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 Dean of Instruction and the Division Chair.

Course Content – Student Learning Outcomes
Distance Education courses are developed and taught by LBWCC faculty. These courses may vary in delivery, order of content, demonstrations, and learning activities as approved. Every course syllabi has a specific set of student learning objectives that are covered in each course. Faculty members are expected to have a minimum of four evaluations for each course. These activities or test items have been designated as part of the individual course’s assessment. Student learning outcome (SLO’s), data is reported to the Office of Institutional Effectiveness and Quality and included alongside data reported for comparable traditional courses.

Course Shells
A course shell is created for all courses in Canvas before the new semester begins. Faculty are given access to the course shell at least 4 weeks before the first day of class. Faculty are required
to copy or import their courses into the new shell at least two weeks before the first day of class. Faculty needing a course shell should email their request to the Associate Dean of Instructional and Information Technology.

**Course Sections**

Any full-time faculty member who developed the online course is given the first option to teach the course and any additional sections. The section may be taught as an overload, or, in cases where other faculty are qualified in the same subject areas, the instructor may elect to drop an on-campus course in order to pick up an online section.

When those persons who developed the course are unable to teach additional sections but those sections are necessary to meet the demand, we recommend that the following steps be taken to ensure continuity and quality in online instruction.

- The Dean of Instruction will contact Division Chairs and ask them to identify a pool of faculty (adjunct and full time) who are qualified in subject areas where there is likelihood that DE courses will need additional sections.
- Division Chairs will contact such faculty to determine whether they are interested in teaching an overload course online in situations where it becomes necessary to provided additional sections.
- The Coordinator for Distance Education Faculty Development will develop and provide a workshop in Canvas and online instruction for the identified group of faculty BEFORE the need for additional sections becomes an issue.
- Chair of Distance Education Advisory Committee will call upon those persons who have been trained when the need for additional sections arises.

**Course Removal Policy**

All distance education courses that instructors develop are required to go through the Distance Education Course Development and Course Review Process before being approved and offered in the semester tabloid schedule. Instructors promote quality distance education courses by meeting course development guidelines, course review deadlines, and performance indicators in instructor evaluations, as well as completing required training and addressing identified needs for improvement.
Any of the following negative quality standards will warrant removal of a distance education course from the course schedule.

- Course recommendations from the initial course review not completed by specified date in letter from Chair of Distance Education Advisory Committee.
- Course recommendations from the 5th Year Periodic Course review not completed by specified date in letter from Chair of Distance Education Advisory Committee.
- Instructor did not complete Level 1 and Level 2 Certificate of Proficiency training.
- Two consecutive distance education course evaluations with repeated negative comments of 30% or higher disagreement rating on any statement in the Distance Education Student Evaluation of Instruction.
- Instructor not completing annual Canvas training. (This bullet becomes effective after Level 1 and 2 training have been completed by all distance education faculty.)
- Two or more occurrences over a two-year period of deadlines for course content and/or publication in Canvas not completed before the first official class day of any given term.

Negative quality standards will be documented and discussed with the instructor by the division chair, the chair of DEAC, or the Dean of Instruction. Based on this documentation of negative quality standards bulleted above, the instructor will not be assigned or scheduled to teach the distance education course for a period of five semesters. This means the instructor would be re-assigned to a traditional course. In order to teach the distance education course after this period of time, the instructor must submit a Course Proposal Form and complete the Distance Education Course Development Process and the Distance Education Course Review Process again.

All distance education courses developed by instructors have course files for documentation. These files include the course proposal form, course review information, the course approval or disapproval letter, 5th year review documentation forms, certificate of proficiency forms, and the letter for course removal. These files are maintained in the Office of the Chair of Distance Education Advisory Committee.
Distance Education Roles and Responsibilities

Chair of Distance Education Advisory Committee
The Chair of Distance Education Advisory Committee will be responsible for:

- Awareness of and compliance with SACSCOC guidelines for Distance Education.
- Managing the course review process.
- Chairing the Distance Education Advisory Committee.
- Overseeing and reviewing the Distance Education website and informational materials.
- Overseeing professional development in the tools and technology related to Distance Education.
- Overseeing and conducting course reviews for all Distance Education courses.
- Overseeing and conducting 5th year peer-reviews for all Distance Education Courses.
- Overseeing and conducting issues with non-compliance of policy and assisting with any documentation dealing with removal of courses or faculty teaching distance education courses.
- Overseeing the Distance Education Policy and Procedures Manual.

Coordinator for Distance Education Faculty Development
The Coordinator for Distance Education Faculty Development will be responsible for:

- Assisting with course reviews for all Distance Education courses.
- Teaching, designing, and enhancing online instruction for Distance Education faculty credentialing.
- Coordinating the development of Distance Education courses with faculty.
- Developing professional tools and technology related to Distance Education.
- Reviewing the Canvas Instructor Certification course for level 1 and level 2 training for all distance education instructors and ensuring all areas were successfully completed.
- Offering and teaching training sessions on Canvas, Respondus, Screencast, etc.
**Division Chairs**
The Division Chairs will be responsible for:

- Scheduling classes.
- Reviewing all Distance Education Course Development Requests to determine if the requested course should be offered in a Distance Education format. Approved course development requests should be sent to the Chair of Distance Education Advisory Committee.
- Conducting official evaluations of Distance Education faculty.
- Ensuring that all Distance Education faculty have had the necessary professional development training for Distance Education and completed the Certificate of Proficiency and annual training.
- Coordinating the Distance Education course offerings in the curriculum programs or instructional areas.
- Ensuring that any course review deficiencies are corrected by the date specified in the Academic Calendar.

**Student Services**
Student Services will be responsible for:

- Handling Distance Education admissions, counseling, advising, financial aid, registration, etc.
- Responding to Distance Education student complaints, following the same procedures as traditional students.

**Distance Education Faculty**
Distance Education Faculty will be responsible for:

- Being technologically proficient.
- Receiving professional development training in the necessary hardware and software associated with Distance Education courses.
- Posting online office hours in the faculty information section of their course syllabus.
- Importing course content into their course shell and publishing based on semester term deadline.
- Completing Level 1 and Level 2 training for the Certificate of Proficiency and completing annual training each year to maintain their Certificate of Proficiency.
Completing five-year periodic reviews of their respective Distance Education course(s).

**Distance Education Advisory Committee**

**Purpose Statement:** The Distance Education Advisory Committee is a College-wide committee. The Distance Education Advisory Committee was charged with the task of developing a Distance Education Plan which would best serve the needs of students on all campuses. The committee is responsible for providing input and making recommendations on academic and administrative policy issues related to Distance Education. The committee will serve as the recommending body for new Distance Education courses and initiatives as they are developed. The committee chair is responsible to the Dean of Instruction for committee activities and recommendations.

**Term Limit:** No limit, annual opportunity to resign

**Reporting Lines:** Reports to President

**Size:** Approximately ten members, the Distance Education Advisory Committee provides broad representation from the College community
Distance Education Course Development Cycles

Distance Education courses can be developed by faculty in one of four cycles. The cycles are based on the experience of the instructor in teaching DE courses and the extent to which the course must be developed.

**Cycle 1 - New Courses developed by Novice Instructors**
Faculty members who have not previously developed a Distance Education course at Lurleen B. Wallace Community College and are proposing to develop must become proficient in Canvas by completing basic Canvas training. Upon completion of Level 1 Canvas Instructor Certification course and passing all components, the faculty will receive a Level 1 - Certificate of Proficiency and must work with the Coordinator for Distance Education Faculty Development to begin developing a course for submission. Once completed, the course would be required to go through method one of the Distance Education Review Process.

**Cycle 2 – Course Revisions developed by Novice Instructors**
Faculty members who have never taught a Distance Education course at Lurleen B. Wallace Community College and are proposing to make revisions to an existing course must have permission from the original developer to use their shell and become proficient in Canvas by completing basic Canvas training. After completing the Level 1 Canvas Instructor Certification course and passing all components, the faculty will receive a Level 1 - Certificate of Proficiency and must work with the Coordinator for Distance Education Faculty Development and begin making revisions to the existing course. This course would be required to go through method two of the Distance Education Review Process.

**Cycle 3 – New Courses developed by Experienced Instructors**
Faculty members who have successfully completed the Distance Education Review Process and taught a Distance Education course may develop other Distance Education courses as long as they have completed and passed all components of the Level 2 – Canvas Instructor Certification course and received their Certificate of Proficiency. Once completed, the course would be required to go through method two of the Distance Education Review Process.
Cycle 4 – Course Revisions developed by Experienced Instructors
Faculty members who have successfully completed the Distance Education Review Process and taught a Distance Education course can make revisions to a Distance Education course as long as they have completed and passed all components of the Level 2 – Canvas Instructor Certification course and received their Certificate of Proficiency. The instructor must also have permission from the original developer. Once completed, the course would be required to go through method two of the Distance Education Review Process.
Distance Education Quality Assurance

To comply with Southern Association of Colleges and Schools (SACSCOC) standards for distance education and to meet the increasing demand for distance education courses, Lurleen B. Wallace Community College provides training and support for its faculty in developing and teaching high quality distance education courses. This training and support enables faculty members to effectively integrate and implement new technologies into their courses and enhance their course management and teaching skills.

In order to teach successful distance education courses at LBWCC, faculty are required to earn a Level 1 and Level 2 Certificate of Proficiency. Two levels of proficiency training are required by all faculty teaching distance education courses; Level 1, beginning Canvas training, and Level 2, intermediate to advanced Canvas training. At the end of the training, a Certificate of Proficiency will be issued to the instructor if all areas of the certification course in Level 1 and 2 are passed. Using the Canvas Instructor Certification course, instructors will show a degree of proficiency in each of the following:

- Files
- Modules
- Homepage
- Discussions
- Quizzes
- Pages
- Assignments
- Notifications
- Copy courses
- Calendar
- Gradebook
- Rich Content Editor
- Conversations
- Speedgrader/Croc-a-doc

Canvas training for faculty is offered every term by the Coordinator for Distance Education Faculty Development. The Coordinator for Distance Education Faculty Development demonstrates and assists the faculty in deciding the pedagogical approaches they will use and
the best strategies to set up their distance education course with the available tools. This may entail creating presentations, narratives, images, video/audio clips, and diagrams; conceptualizing course discussion forums and group exercises; and designing assessment tools. Faculty will be evaluated to ensure quality, comprehensiveness, and proficiency of Canvas.

Instructors are to receive Canvas training and complete the Level 1 – Certificate of Proficiency before developing a course. After they have taught a distance education course successfully and completed their first semester of teaching a distance education course, they will be instructed to begin the Level 2 – Certificate of Proficiency. All distance education instructors must complete both Level 1 and Level 2 of the Canvas Instructor Certification Course and pass each component to receive the Certificate or Proficiency. All instructors are required to maintain the Certificate of Proficiency by completing annual training once a year.
Distance Education Course Development Process

Instructors wishing to develop a Distance Education course must discuss the course with their respective Division Chair and submit a course proposal form to the Chair of the Distance Education Advisory Committee (DEAC). The Chair of the DEAC will then review the course and determine if the course is in the 2-Year schedule and needed on the regular semester schedule. Next, all distance education courses developed by faculty must follow one of the four course development life cycles. The cycles are based on the expertise of the instructor, teaching experience in DE courses, and the extent to which the course must be developed. Once the cycle is determined by the Chair of the DEAC, the instructor is required to have received basic canvas training and completed the Level 1 Certificate of Proficiency before developing the course. If each of the requirements above have been met then a new course shell would be created for the proposed course. Finally, the instructor will begin meeting with the Coordinator for Distance Education Faculty Development and working through the course development and review process.

Faculty members teaching Distance Education courses must follow the same general college procedures and administrative rules as faculty members teaching on-campus courses. The following is an overview of guidelines specific to Distance Education.
Application: The faculty member completes the Course Proposal Form (Appendix A).

Course Proposal: The faculty member will submit the form to the Division Chair for approval. The Division Chair will route the Course Proposal Form to the Chair of the Distance Education Advisory Committee for approval and to the Dean of Instruction for approval. Then the form is to be submitted to the Office of the Chair of Distance Education Advisory Committee.

Planning: Once the form is received and all approvals have been completed, the Chair of the Distance Education Advisory Committee will determine which course development life cycle the course will follow. Also, the faculty member must have completed basic canvas training and Level 1 Certificate of Proficiency. Once training is completed, the Chair of the DEAC will send out a Preliminary Checklist for Internet Course Development, create a course shell and give the instructor access, and send out timelines for reviewing the course.

Design: The Instructor will then work to develop curriculum that focuses on the pedagogy of teaching online, reviewing course standards and suggesting best practices.

Development: The Instructor will work with the Coordinator for Distance Education Faculty Development to develop the course, including a homepage, modules, student learning outcomes, assessments, and assignments following the Preliminary Checklist for Internet Course Development.

Review: Once the course is completed, the Chair of the DEAC will determine which method is required for reviewing the course. If method 1 is used a meeting of the DEAC is called. The instructor developing the course will be asked to do a presentation for the DEAC, demonstrating the course shell meets all the requirements in the Preliminary Checklist for Internet Course Development. During the review, the committee members will ask questions and mark which areas of the Preliminary Checklist for Internet Course Development were completed. After the review, the Chair of the DEAC will review all of the forms and compile one form.

If method 2 is used, the Chair of the DEAC will request a member of the committee to review the course. The committee member will use either the Preliminary Checklist for Internet Course Development to determine which areas have been met and what areas still need to be completed. After the review, this form will be returned to the Chair of the DEAC.

Approval: This form is used to determine if the course will be approved or if there are still recommendations that need to be addressed. The Chair of the DEAC will then draft a letter that specifies the course has been approved or what recommendations still exist. The instructor will have two weeks to complete the recommendations and notify the Chair of the DEAC. At this point, the Chair of the DEAC reviews the changes, and, if all recommendations have been completed, then another letter is sent to the instructor stating the course is approved. Once approved, the course can be offered to students in the next semester. All paperwork is kept on file in the Office of the Chair of Distance Education Advisory Committee. The process for developing a Distance Education course should take approximately one semester to complete.
Distance Education Course Review Process

All Distance Education courses must be reviewed and approved by the Distance Education Advisory Committee. Once a course has been approved, the Dean of Instruction and the Chair of Distance Education Advisory Committee determine when the course can be offered as part of LBWCC’s course offerings.

Courses are reviewed based on one of the following methods:

Method 1 – Distance Education Advisory Committee - Course Review
All instructors developing a new course for the first time must go before the DEAC for the course to be reviewed.

Method 2 – Member of the Distance Education Advisory Committee - Course Review
Instructors that have met “Method 1” may develop other courses. These will be reviewed by a member of the Distance Education Advisory Committee. Instructors not meeting “Method 1” but requesting to make course revisions to an approved Distance Education Course will have their course reviewed by a member of the Distance Education Advisory Committee.

Method 3 – Sub-Committee of Distance Education Advisory Committee – Periodic Course Review
The DEAC reviews all approved Distance Education courses every five years. All courses are periodically reviewed to ensure academic integrity, quality instruction, and a quality program. The five year schedule is developed by the DEAC.

Process for Course Review
A Course Proposal Form must be completed and signed by the Division Chair, Dean of Instruction, and Chair of the DEAC.

The Chair of the DEAC must review the Course Proposal Form to see if it meets one of the following requirements:

- Provides the opportunity for students to achieve a two year degree (AA or AS) through the LBWCC Distance Education Program.
Provides opportunities for students to complete specified certificate programs or Associate of Applied Science Degree programs.

- If the course meets one of the requirements, then the Chair of the DEAC will then forward the instructor the information necessary to begin developing his or her course; otherwise, the instructor will be notified that the course does not meet the basic requirements.
- If the instructor is receiving any type of stipend, then the course follows the steps in the Distance Education Policy and Procedures Manual under Course Development – Timelines. If no stipend is received, the instructor has approximately 15 weeks to complete the course at his or her discretion. The Chair of the DEAC sends an email two weeks prior to the course being reviewed. This email is to schedule the date, time, and location of where the course will be reviewed (Method 1) or to notify the instructor when the course will be reviewed and by whom (Method 2).
- The DEAC will review the course to make sure it meets all the required standards stated on the Preliminary Checklist for Course Development.
- If all standards have been completed, a letter will be sent from the Chair of the DEAC notifying the instructor that their course is approved.
- If there are standards not being met, a written correspondence will be sent to the instructor from the Chair of the DEAC, stating the missing standards, and the course will have a pending status until all standards are met. (The missing standards are noted as recommendations in the letters.) The instructor will be given a completion deadline of 2 weeks and must email the Chair of the DEAC that the standards have been met and completed. Once the email is received, the Chair of the DEAC will review the course to make sure all standards have been met. At this time if all standards have been met, the Chair of the DEAC will send a letter informing the instructor that the status of the course has been changed from pending to approved.
- If the deadline passes and the course is not approved, the Chair will notify the division chair and request for the course to not be offered until completed.
**Process for 5th Year Periodic Course Review**

The DEAC has developed a schedule for all courses being periodically reviewed. The schedule documents the term in which the course is up for re-evaluation, the term it will be re-evaluated, and the name of the instructor who developed the course.

The DEAC determines which members review each course; committee members are not allowed to review courses within their respective division.

The Chair of the DEAC will send an email to the instructor that developed the course notifying them their course is scheduled for re-evaluation. The instructor will have 7 to 8 weeks at this time to update their course.

The week of midterm the Chair of the DEAC sends a second email with instructions and timelines to all instructors with courses up for re-evaluation. This email also includes who will be reviewing the course and the date the review will begin. The chosen reviewers are also sent an email with their instructions and timeline.

The reviewer will have two weeks to complete the review and send recommendations of the standards to the Chair of the DEAC.

The Chair of the DEAC will then have two weeks to notify instructors.

If all standards have been completed, a letter will be sent from the Chair of the DEAC notifying the instructor that their course is approved.

If there are standards not being met, a letter will be sent to the instructor stating the missing standards (noted as recommendations in the letter) and the course will have a pending status at this time until all standards are met. The instructor will be given a completion deadline of (3) weeks and must email the Chair of the DEAC that the standards have been completed.

At this time if all standards have been completed, the Chair of the DEAC will send a letter informing the instructor that the course has been approved. If the deadline passes and the course is not approved, the Chair of the DEAC will notify the division chair and request that the course be cancelled and removed from the rotation of Distance Education courses. At this point, for the course to be added back to the rotation it must go back before the DEAC and be approved. Also, failure to complete the standards may result in the loss of teaching privileges and removal of course. If this course goes back before the DEAC and is approved and completed in a timely manner the division chair has the right to reinstate the course. If
the course has recommendations that have not been completed in the timeline then the Chair of the DEAC will notify the division chair and the division chair will have the authority to remove the course from the schedule and it is up the division chair as to when and if the course is offered again.
Distance Education Course Ownership

Lurleen B. Wallace Community College encourages its faculty to pursue initiatives that will enhance the College’s ability to offer Distance Education courses. This policy addresses the respective ownership and royalty rights of the College and faculty in regard to Distance Education courses developed under various scenarios. Any ownership or royalty issues not discussed herein shall be determined on a case-by-case basis prior to the development of the course.

Scenario 1
If a faculty member develops an original course offering, without any assistance or use of college resources and completely on his or her own time, then he or she shall retain 100% ownership of the intellectual property rights to the course including the right to all proceeds should the course become commercially marketable. Should the faculty member wish to submit the course to the College for offering, then, in addition to the above described ownership interest, the instructor shall retain the privilege of determining whether the College may offer the course to the Alabama Distance Education Consortium and/or other institutions.

Scenario 2
If a faculty member develops an original course offering using any assistance, work-time, or resources of the College, then he or she shall not be entitled to any royalties should the course become commercially marketable. The College will retain full ownership of the intellectual property rights to the course.

In lieu of release time, the College may pay the faculty member additional compensation for the development of the course, as mutually agreed. However, the College will retain full ownership of the intellectual property rights to the course.
Distance Education Compensation for Course

Creation of Course
To ensure compensation for development of syllabi, course materials, and test banks for a Distance Education course, instructors will be paid based on one of the options below. Payment will only be made for online or hybrid courses.

Option 1: Full-time instructors may be granted one course release time for the development of two Distance Education courses during the semester prior to the semester when the courses are to be offered. This will allow time for the development of syllabi, course materials, and test banks. This option will only be available if the College has sufficient funds or grants to support the creation of these courses. Approval for course development will be decided by the Distance Education Advisory Committee.

Option 2: Full-time instructors may be paid the rate of adjunct pay for the development of one course during the semester prior to the semester when the course is to be offered to allow time for the development of syllabi, course materials, and test banks. This option will only be available if the College has sufficient funds or grants to support the creation of these courses. This course must be approved by the Distance Education Advisory Committee.

Option 3: Full-time instructors may be paid $500.00 for the development of one course during the semester prior to the semester when the course is to be offered, for the development of syllabi, course materials, and test banks. This option will only be available if the College has sufficient funds or grants to support the creation of these courses. This course must be approved by the Distance Education Advisory Committee.

Option 4: Full-time instructors may develop a course during the semester prior to the semester when the course is to be offered, which will allow time for the development of syllabi, course materials, and test banks. This course must be approved by the Distance Education Advisory Committee.
Distance Education Attendance Policy

**Attendance Verification**
Students are uploaded into their Canvas courses once they pay their tuition and fees. Attendance in a Distance Education course is established based on the following:

- **Hybrid courses:** Students not attending the first day of a hybrid class will be dropped unless the instructor grants prior approval for the absence. Student receiving an “F” for a course will be given credit for attendance based on last day student attended.

- **Online Courses:** The following statement must be in the syllabus for online courses: Students not completing the “Start Here” module in online courses by the time of attendance verification will be dropped unless the instructor grants prior approval for the absence. Student receiving an “F” for a course will be given credit for attendance based on last graded work.

**Verification of Student Enrollment for Financial Aid**
Faculty must check the class roll in myLBWCC frequently during the first few weeks of the semester and ensure that the official class roll received is consistent with the class roll in Canvas. All discrepancies are to be reported to the Registrar’s Office during the first two weeks of the semester. Students who have officially withdrawn from the course must be made inactive in Canvas by the instructor.

**Attendance Policy**
All Distance Education courses are required to have an attendance policy as part of the syllabus.

**Hybrid Attendance Policy**
Student attendance in Distance Education courses is defined as active participation in the course as described in the course syllabus. For hybrid courses, attendance will be monitored by attending class one day a week and timely submission of assignments, assessments/exams, discussion board entries, etc. A student is expected to complete such assignments by the appropriate due date. Failure to complete such assignments by the due date and/or failure to attend class will be recorded as an absence. Students are expected to make every effort to attend all classes, to arrive on time prepared to begin class, and to remain for the duration of the class.
The number of allowable absences is _______. (See chart below for **number** of days per term). These absences may be any combination of class days, tardiness, and/or failure to complete assignments by appropriate due date resulting in 20% of the hours that the class meets.

Upon the _______ (See Chart Below) absence, the student may be administratively withdrawn from the course barring any extenuating circumstances.

It is the student’s responsibility to provide appropriate documentation to substantiate such circumstances, at which time the instructor will determine if any extension is warranted.

Makeup work will be at the discretion of the instructor. (If allowed, it must be stated in syllabus.)

Students on financial aid programs are responsible for knowing attendance requirements of their programs. Failure to attend may impact a student’s ability to qualify for financial aid and may result in the need to repay financial aid already received.

Students are responsible for the knowledge, skills, and abilities not acquired due to absences and for assignments made or due from the first day of the class. When a student is absent from class, the student is responsible for all material covered in the class and for any assignments made in class. The instructor is not required to review with the student any material missed as a result of the student being absent.

Absences shall be considered excused due to the following reasons (subject to verification):

- Active military duty
- Jury duty/court appearance
- Illness of student or illness/death in the immediate family
- Official College sponsored activity with proper advance notification by the sponsor of the activity
- Extenuating circumstance agreed to by the instructor

Attendance will be verified as required by federal and state regulations. Attendance requirements in programs that lead to board licensure or certification may differ from the policy in this course.

Information on appeals to administrative withdrawals may be obtained from the Attendance Policy, which is published online in the College Catalog and Student Handbook at
Please reference the chart below for the number of allowable absences.

**Online Attendance Policy**

Student attendance in Distance Education courses is defined as active participation in the course as described in the course syllabus. For online classes, attendance will be monitored by timely submission of assignments, assessments/exams, discussion board entries, etc. A student is expected to complete such assignments by the appropriate due date. Failure to complete such assignments by the due date will be recorded as an absence.

- The number of allowable absences is _____. (See chart below for **number** of days per term).
- Upon the ______ (See Chart Below) absence, the student may be administratively withdrawn from the course barring any extenuating circumstances.
- It is the student’s responsibility to provide appropriate documentation to substantiate such circumstances, at which time the instructor will determine if any extension is warranted.
- Makeup work will be at the discretion of the instructor. (If allowed, it must be stated in syllabus.)
- Students on financial aid programs are responsible for knowing attendance requirements of their programs. Failure to attend may impact a student’s ability to qualify for financial aid and may result in the need to repay financial aid already received.
- Attendance will be verified as required by federal and state regulations. Attendance requirements in programs that lead to board licensure or certification may differ from the policy in this course.
- Information on appeals to administrative withdrawals may be obtained from the Attendance Policy, which is published online in the College Catalog and Student Handbook at www.lbwcc.edu (click on “About LBWCC” and “Publications”).

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<tr>
<th>Term: Fall or Spring Full Term (15 weeks)</th>
<th>20%=number of times a class meets in a 3 week period</th>
<th>Allowable absences</th>
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<td>20%</td>
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<table>
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<th>Allowable absences</th>
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<td>Number of class meetings in one week</td>
<td>20%</td>
<td>Allowable absences</td>
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<tr>
<td></td>
<td>20%</td>
<td>Allowable absences</td>
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</tbody>
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## Term: Fall or Spring Mini-Term (7.5 weeks)

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<td>4.5 (5)</td>
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<tr>
<td>4</td>
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## Term: Summer Mini Term (5 weeks)

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<th>20%={number of times a class meets in a 1 week period}</th>
<th>Allowable absences</th>
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<tbody>
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<td>2</td>
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<tr>
<td>4</td>
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</tbody>
</table>
Faculty Requirements and Expectations

**Faculty Responsibility**
Faculty are responsible for course content, delivery of instruction, quality of instruction, evaluation of student progress in Distance Education courses, and campus-based instruction. Faculty are also responsible for timely communication in Distance Education courses. Deadlines for upload of content, course publication, attendance verification, mid-term grades, and final grades are also a responsibility of faculty. Faculty will evaluate courses each semester in which courses are taught to determine currency of materials. Failure to do so may result in loss of teaching privileges and removal of the distance education course.

**Faculty Qualifications**
Faculty members who teach Distance Education courses must meet the same qualifications as faculty who teach campus-based courses at LBWCC. All faculty must possess at the minimum a master’s degree with eighteen semester hours of specialization in the teaching field. Adjunct faculty are held to the same standards as full-time faculty.

**Faculty Training**
Lurleen B. Wallace Community College provides a variety of training workshops and individual training for faculty in the use of Canvas, Screencast, Respondus, and Study Mate. The training includes information regarding effective online pedagogy. Faculty may not teach Distance Education courses unless they have completed Level 1 of the Canvas Certification course, passed all components, and received the Certification of Proficiency. Faculty are also required to complete Level 2 and maintain the Certificate of Proficiency by completing annual training each year. Failure to complete the necessary training may result in loss of teaching privileges and removal of the distance education course.

Training is offered numerous times each semester to make sure faculty have the necessary training to be proficient in teaching distance education courses.

**Faculty Evaluation**
Distance Education faculty is evaluated in the same manner as those who teach campus-based courses. Student evaluations are completed for all distance education courses each term. The
results are used to guide the course revision and are given to the faculty member, division chairs, the Chair of Distance Education Advisory Committee, and the Dean of Instruction.

**Faculty Teaching Load**

Instructors teaching Distance Education courses with a minimum number of 10 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 LBWCC’s adjunct rate. The Dean of Instruction 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 LBWCC’s adjunct rate. The Dean of Instruction and the Division Chair will determine whether the class is necessary if the number of students is below the minimum number.

After one semester of teaching an online or hybrid course and sufficient training, if an instructor wishes to teach more than one class 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 Dean of Instruction. The approval process is the same as that described above.

**Hybrid Courses:** Instructors that have developed and completed the review process for a hybrid course and taught a hybrid course for at least one semester may teach a maximum of five hybrid courses per semester. The Dean of Instruction must approve any exceptions to this policy.

**Online Courses:** Instructors that have developed and completed the review process for an online course and taught an online course for at least one semester may teach a maximum of four online courses per semester. The Dean of Instruction must approve any exceptions to this policy.

This policy will apply to appropriate Distance Education courses as long as the developer is an employee of LBWCC. Once the developer of the course is no longer associated with LBWCC, use of the course in Distance Education will be determined by the Division Chair.
First priority in teaching courses through Distance Education will be given to the faculty member who has developed a particular Distance Education course or who has previously taught the course. If the faculty member that developed the course chooses not to teach the course, and the course is needed in the upcoming term, then the new instructor must do the following:

- Instructor must have completed Level 1 canvas training.
- Permission for course to be used by another faculty member would be granted only if written approval is obtained from the faculty member who developed the course. This policy will hold true for any academic term in which the course is offered.
- Approved course must be copied into new shell. This shell would be developed based on cycle 2 or cycle 4 of the Distance Education Courses Development Cycles.

**Faculty Class Roll**

All Distance Education faculty must maintain a consistent class roll at all times. Faculty should be aware of the following class roll related matters:

- Faculty should check the class roll for accuracy, including but not limited to instructor of record, class meeting days, class meeting times, student names, etc.
- Distance Education instructors must use the syllabus quiz or some other graded assignment prior to determine if the student is to establish attendance or enrollment in course.
- Faculty are required to login to myLBWCC to complete attendance verification for all courses. Each faculty person must enter “NS” for No Show or “NA” for non-attending for all classes and students.
- Faculty should not add students’ names to the class roll without contacting the Registrar. Faculty should contact the Registrar’s Office for all attendance discrepancies or other discrepancies involving an instructor’s name, class meeting dates, times, etc.
- Faculty are required to login to the myLBWCC portal to record grades for all courses. If a student receives a grade of “F” or “U” the instructor must enter the last day attended.
**Faculty Availability of Grades**
Grades must be available to students within seven (7) days for assignments, quizzes, and essays and within three (3) weeks for research papers. Distance Education Instructors must post grades using the electronic grade book found in Canvas.

**Faculty Accessibility**
A misconception is that both the class and the instructor are always available. Although the Internet classes are available twenty-four hours a day, seven days a week, the instructor is not. The student can email an instructor at any time, but the response to the email, while it should occur in a timely fashion, will not be instantaneous. 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.

However, instructor accessibility is a key component of students’ success in Distance Education. Students must be informed of hours when instructors may be reached. Methods of accessibility include, but are not limited to:

**Email**
- Faculty are required to have an email policy as a part of the distance education course that explains how promptly they will respond to email.
- All students and faculty have access via the conversation tool in Canvas for email communication.
- E-mails should be answered immediately, if possible
- 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**
- Discussion forums provide an opportunity for instructors to facilitate class discussion. While forums are asynchronous, instructors should respond to student postings.
Face-to-Face Appointments

- Instructors must keep students informed of regular office hours so that those who need help or wish to see the instructor can make appointments.

- Faculty maintain office hours for all courses, distance education or traditional. Faculty are expected to include a door card in each distance education course specifying availability of office hours and how to contact the instructor.

Live Chats

- Instructors have the option of holding live chats with the students.

- Instructors MUST communicate with students on a consistent and ongoing basis. 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.

- 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.

Class Interaction

- Instructors must ensure that online courses are more than glorified independent studies.

  Communication that is **ONGOING AND CONSISTENT** is an essential element in the quality of instruction that students receive. Instructors teaching online classes MUST use one or more of the following Canvas utilities:

  - Discussion boards or forums
  - Email
  - Chat rooms
  - White board
  - Assignment drop box
Evaluation
- All instructors must include at least four evaluations in each course
- Students must understand how they will be evaluated.
- Students will be required 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).
- Canvas maintains a backup of all courses.

Holidays, Breaks, and Weekends
Distance Education faculty have the flexibility of scheduling due dates and deadlines as appropriate. These dates must be clearly stated in the syllabus and Canvas. Faculty may not assign due dates that fall on recognized holidays, when the College is closed, such as Martin Luther King, Jr. Day, or Independence Day.

Inclement Weather
In addition to the College’s policy on inclement weather, all instructors should clearly indicate, in their course syllabus, their policy concerning inclement weather.

With respect to hybrid courses, if bad weather forces the College to close, the course will not meet on campus. Announcements will be made on all major radio and TV stations in our area and posted to the College’s website.

Students will be contacted and referred to the syllabus which should include a provision for making up missed days. Additional online assignments related to the course syllabus may be substituted for missed classroom assignments.
Online courses can pose unique problems with inclement weather because students may not physically be at any of the campuses. This makes it possible for the student to be experiencing inclement weather when the College is not. Instructors should be flexible in serving students who are experiencing inclement weather at their location and provide options and directions to the student.

During inclement weather, online courses should continue to meet their deadlines unless the course involves travel to campus during the weather incident. However, allowances should be made in the event of severe weather that results in major power outages. Instructors should consider the possible problems that may arise and provide options and directions for students in the course syllabus.

**Virtual Office Hours Policy**

Due to the nature of online and hybrid course instruction, faculty regularly spend time outside of regular office hours communicating with Distance Education students. For this reason, the Distance Education Advisory Committee recommends that all Distance Education instructors who teach these courses be allowed to count 1.5 hours per week per online/hybrid course as a part of his/her 35 hour workload.

- Virtual office hours will be granted to faculty under the following conditions:
- Faculty must have access to the following at home:
  - Computer
  - Internet Access
- Faculty members must provide documentation in the form of emails detailing days and times logged into the Canvas system when requested by the Division Chair or Dean of Instruction.
- The Dean of Instruction and Division Chairs will be allowed to approve or disapprove virtual office hours for faculty in their respective division. If the Chair has documentation of past issues with faculty members not responding or communicating with students in online or hybrid courses, they can choose not to grant virtual hours.
- Virtual hours cannot be taken all in one day.
- Once virtual office hours are approved, any of the following could cause the instructor to have the virtual office hours removed from their work schedule:
Documentation requested by Chair does not prove the hours are being used to communicate with students.

- Documentation from Distance Education Survey states students are not able to communicate with instructor.
- Student complaints received by the Division Chair about an instructor not being accessible.
- No internet access or computer at home.

The maximum amount of virtual office hours that can be approved for faculty during any given term is five hours per week.

**Syllabus**

Distance Education faculty members are required to create a syllabus for all courses taught. The course syllabus acts as an agreement between the instructor and the student and should reflect actual practices in the classroom environment. LBWCC has a template for all online and hybrid syllabi.

Instructors developing Distance Education courses will submit an online course syllabus to the Dean of Instruction, which must include all of the following:

- Instructor’s office hours (including virtual office hours) and ways to contact (phone, office location, email, etc.)
- Course requirements (objectives)
- Evaluation methods
Student Information

Student Privacy
Lurleen B. Wallace Community College is committed to the protection of the privacy of all students and their academic records. The College provides notice to all students of their privacy in the College Catalog and Student Handbook beginning on page 268. LBWCC also provides students disclosure of information specifically related to The Family Educational Rights and Privacy Act, FERPA, located on the College’s website under the heading Consumer Information and in the College Catalog & Student Handbook on page 267-268.

The College uses the Canvas Learning Management System (LMS), which is licensed by Instructure to provide on-line and hybrid and web-enhanced courses. The office of the Associate Dean of Instructional and Information Technology limits system administrative access to employees who directly manage this system and utilizes the following procedures to ensure confidentiality of student information and privacy for distance education students.

Accessing Student Information
Student records, including only those available through Alliant Data Systems (Campus Key) are used for the purpose of creating or disseminating online course usernames and passwords and are accessible by the following:

- Associate Dean of Instructional and Information Technology
- Network Administrator of the MacArthur Campus

Distribution of Student Information
Individual students are provided with basic online course login information (online course username and password). No Distance Education student is uploaded into a course until all tuition and fees have been paid in the business office. CampusKey databases are queried by course section number. The student’s first initial, last name, and last four digits of the social security number are used to create the username and password. No other information is shared with students. Student requesting login information from an instructor will be directed to contact one of the following:

- Associate Dean of Instructional and Information Technology
Network Administrator of the MacArthur Campus

Protection and Storage of Student Information
The Office of the Associate Dean of Instructional and Information Technology does not store student data, except in electronic form on the off-site Canvas server. That server is backed up daily and protected from outside parties.

Other than course-specific content, the only student data stored on that server is the student's Canvas username and password. No financial aid information, transcripts, or other sensitive information is stored by the Office of the Associate Dean of Instructional and Information Technology.

Using Student Information
The Office of the Associate Dean of Instructional and Information Technology is only concerned with student data that can be used to create a unique online course login ID and password. Sensitive student information is only seen by the Associate Dean of Instructional and Information Technology and the Network Administrator of the MacArthur Campus.

Disposing of Student Information
Student accounts remain in the database but at the end of the term date they become read only.

Business Continuity
Distance Education student data is stored on an off-site server and maintained by Instructure. That server is backed up daily, and these backups are stored in a separate location. Any damage to LBWCC infrastructure will not affect this data. Instructure is committed to protecting the security of personal data and states the following in the Instructure Privacy Policy:

Instructure, INC. (Instructure) is committed to protecting your privacy. We have prepared this Privacy Policy to describe our practices regarding the personal information that may be collected from users of our websites, including https://www.instructure.com/policies/privacy and any other sites that link to this Privacy Policy (Site), Instructure’s Canvas iOS and Android Applications (APPS), and other related educational services (Services). By submitting personal information through our Site, Apps, or Services, you expressly consent to the processing of your personal
information in the U.S. in accordance with this Privacy Policy. The use of personal information collected through our service shall be limited to the purposes described in this Privacy Policy.

Making a Course Unavailable to an Individual Student
There are several reasons a course should be made unavailable to an individual student. LBWCC uses and automated process for dropping and withdrawing students in Canvas. During the drop/add period, if a student was uploaded into Canvas and drops that course then the student is concluded in Canvas. Once the drop/add period concludes, all students that withdraw from a distance education course are concluded in Canvas. Concluding a student in Canvas ensures that the student record is still a part of Canvas and at any time the student could be restored if necessary. Also, if a student does not complete the necessary material before the attendance verification date then the student is concluded in Canvas as well. Instructors should NEVER delete a student from a Distance Education course. Deleting a student will erase the entire record for the student, leaving the instructor with no official record of attendance, grades, participation, etc. should questions arise. Instructors must regularly check their myLBWCC class roll for students who have dropped or been withdrawn from the course. For information on how to make a course unavailable in Canvas, contact the Associate Dean of Instructional and Information Technology.

Student Services
Distance Education students apply for admission, register for classes, and check course availability online, as do traditional students. Information is available online at www.lbwcc.edu for Distance Education orientation to Canvas, Distance Education policies, frequently asked questions, financial aid, placement services, remedial services, counseling, and academic advising. Students must consult with an advisor before registering for a Distance Education course or traditional courses. Students cannot register online until given access by an advisor. Advising services are available by a counselor or faculty member at each location. Students may access unofficial transcripts and request official transcripts. All services at LBWCC are provided for all students. Students can gain access to all the services offered by viewing the Student Services pages on the website.
All applicable College policies regarding student services should be adhered to at all times. No information in the Distance Education Policy and Procedures Manual supersedes policy already outlined in the LBWCC Policies and Procedures Manual.

**Student Activities**
The Director of Student Activities and the Student Government Association serve as mediators between the faculty, administration, and student body to assist with all student activities. Information concerning student activities and clubs/organizations is available online for both Distance Education students and traditional students.

**Student Complaints/Grievance Procedure**
Any student who wishes to make a formal complaint should refer to the LBWCC College Catalog and Student Handbook. (See Student Grievance Procedures in Student Handbook)

**Student Email Accounts**
LBWCC does not issue student email accounts.

**Canvas Accounts**
The Canvas server is located at [https://lbwcc.instructure.com](https://lbwcc.instructure.com) students may click the Canvas logo on the home page of the LBWCC website. The student’s Canvas user name is composed of the first initial of their first name, their last name, and the last four digits of the social security number. Their password is the same as the user name.

**myLBWCC Accounts**
All students including Distance Education students are issued a myLBWCC ID and will have to use this to access their grades, courses schedule, course payments, etc. The student id is a 5 digit number that is generated when the student application is keyed into the system or when a financial aid import is created. The initial password is the date of birth but the first time the student logs into the system they are forced to change to a more secure password.

**Student Orientation**
All students taking a Distance Education course for the first time must preview the Screencast recording “Orientation to Canvas” which can be accessed on the Distance Education website under Canvas Orientation.
Student Technical Problems
Due to the nature of Distance Education, technical issues may arise. Distance Education faculty must state their policy for late and incomplete work due to technical problems in their syllabus. All distance education courses contain a section called technical requirements in the syllabus. Within this section a student has names and numbers for technical support contact information.

Student Policies
- 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.
- Midterm and/or final exams will be required to be taken on the specified campus of LBWCC. If a student cannot come to campus to complete these exams and the student’s residence is over seventy-five miles from the campus where the examination will be given, arrangements can be made to take the exam through a proctor.
- 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, including 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.
Student Advising
Entering students will be assigned advisors by Student Services personnel at the time of Accuplacer testing, or by admissions staff at the time of application for students for whom the Accuplacer is not required. Entering students will be encouraged at the time of Accuplacer advising and/or next application to meet with their assigned academic advisor prior to the next scheduled registration.

Transfer students who have completed prior academic work at another institution of higher education should follow the instructions for the Admission of Transfer Students according to the College Catalog to assure proper credit is awarded.

Student Academic Dishonesty
The College expects all students to be honest in their academic activities and to abide by rules of the Student Code of Conduct as stated in the official catalog. The College expects the conduct of each student and organization to be in conformity with standards of common decency and decorum, with recognition of and respect for personal and property rights of others and the educational mission of the College. A student or organization found in violation of the Student Code of Conduct may be disciplined.

Examples of academic dishonesty are:

- Giving or receiving unauthorized help during an examination.
- Using any source of unauthorized information or assistance (notes, books, spoken words, electronic devices, etc.) during examination.
- Submitting for credit any theme, report, speech, outlines, laboratory paper, notebook or similar item without appropriate acknowledgment (plagiarism) of the whole or part, if it has been obtained or copied from another source.

NOTE: The Code of Conduct is printed in the College Catalog and Student Handbook and lists 41 examples of misconduct which render a student subject to disciplinary action under procedures that provide for adequate notice and a fair hearing. The first ten examples of misconduct relate to student dishonesty. Faculty may establish specific requirements and penalties and provide more detailed clarification of the application of the conduct policy within their respective classroom, including the guarantee of procedural and substantive due process in all cases.
involving formal discipline charges. No disciplinary action is taken on grounds that are not supported by substantial evidence.

**Student Fees associated with Verification of Student Identity**
Lurleen B. Wallace Community College has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

The College verifies that a student registering in a distance education course is the same student participating in class or coursework. There are no projected charges associated with the verification of student identity for the current terms. This information is published in the course schedule under the section titled “Distance Education”. This information is also in the 2016-17 College Catalog and Student Handbook, and on the college website under tuition and fees. In each of the published documents above it clearly indicates that there are no additional charges for distance education fees.

**Library Resources**
LBWCC ensures that students participating in Distance Education courses have access to adequate and appropriate learning resources. Students have access to the Library and also the Alabama Virtual Library resources. Library services available to Distance Education students include access to the online library catalog, electronic books, online databases, journals, and inter-library loan.

**LBWCC Bookstore**
The LBWCC bookstore provides textbooks, supplies, and materials for Distance Education students as well as traditional students.

**Computer Requirements**
Canvas OS Requirements: What are the basic specifications for Canvas?
This is a list of basic computer system requirements to use Canvas. It is always recommended to use the most up-to-date versions and better connections. Canvas will still run with the minimum specifications, but you may experience slower loading times.
Computer and Operating System Specifications
Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements.

Screen Size
Would recommend a minimum of 1024x600 has screen size.

Operating Systems
- Windows 7 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile OS Native App Support
- iOS 7 and newer
- Android 4.2 and newer

Computer Speed and Processor
- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed
- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512k

Screen Readers
- The latest versions of JAWS and Voiceover

Computer Access
It is highly recommended that Distance Education students have regular access to a personal computer with internet access. A broad band connection is recommended. If a student does not have computer or internet access, there are several locations on the each campus that can be accessed by students.
**Computer Recommendations**

The following requirements refer to the specific hardware required for Canvas. These minimum requirements must be met but may be exceeded. Also all computer requirements are found in the syllabus as well.

<table>
<thead>
<tr>
<th>Hardware / Platform</th>
<th>Microsoft Windows</th>
<th>Macintosh(Apple)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System</td>
<td>Windows 7 and Newer</td>
<td>Mac OS 10.6 and newer</td>
</tr>
<tr>
<td>Processor/Speed/Type</td>
<td>2.0 GHZ or higher</td>
<td>2.0 GHZ or higher</td>
</tr>
<tr>
<td>CPU Memory</td>
<td>2 GB or higher</td>
<td>2 GB or higher</td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer 11, Google Chrome, or Mozilla Firefox</td>
<td>Safari 8 or newer</td>
</tr>
<tr>
<td>Mobile</td>
<td></td>
<td>IOS 7 or newer</td>
</tr>
<tr>
<td>Java Version</td>
<td>Version 8 or higher</td>
<td>Version 8 or higher</td>
</tr>
</tbody>
</table>

**Browser Plug-ins**

Students have been informed that some courses may require one or more of the following plug-in application programs. Whereas these applications are typically configured in a computer at the time of purchase, some students may have older model computers that do not. Thus, it is expected that the instructor will notify students of plug-in requirements at the outset of the course. All plug-ins are FREE downloads from the vendors and can be found on the internet or from our Canvas Downloads page under Distance Education on the website. The following are recommended.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Type of Plug-In</th>
<th>Recommended Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe</td>
<td>Acrobat Reader</td>
<td>10X or higher</td>
</tr>
<tr>
<td>Apple</td>
<td>Quicktime</td>
<td>Version 7 or higher</td>
</tr>
<tr>
<td>Macromedia</td>
<td>Flash Player</td>
<td>Flash Player 8</td>
</tr>
<tr>
<td>Microsoft</td>
<td>Windows Media Player</td>
<td>Version 12 or higher</td>
</tr>
<tr>
<td>Sun</td>
<td>Java VM</td>
<td>1.4.1 +</td>
</tr>
</tbody>
</table>
Testing Policy and Procedures

**Online Campus Testing**
Instructors are responsible for administering exams for their Distance Education students. When circumstances prevent a student from taking exams at the required time, the students will be responsible for securing proctors outside of campus.

Students must provide a photo ID to the proctor for validation.

Instructors must send exams to proctors at least one week prior to the scheduled proctor period. More time may be required for mailed tests. Instructors must assign a proctor’s password for each exam that utilizes the approved software platform.

**Testing Locations**
- Andalusia Campus
- MacArthur Campus
- Greenville Campus
- Luverne Center

**Verification of Student Identity**
Lurleen B. Wallace Community College verifies the identity of a student who participates in distance education by using at least two of the three options in all Distance Education courses: a secure login and pass code, Respondus Lockdown Browser, and a proctored examination.

**Secure Login and Password**
Lurleen B. Wallace Community College uses Canvas as its Learning Management System, which requires a secure username and password. Canvas is used with all distance education courses. The username and password are automatically generated from the student’s record. The user has the option to change their password once they log in to Canvas at any time in the system.
Respondus LockDown Browser

LockDown Browser is a custom browser that students download from the Lurleen B. Wallace Community College website which “locks down” the testing environment within Canvas. Once inside LockDown Browser, students are prohibited by the software to print, copy & paste, go to external websites, or access other software applications during the examination process. Any open software applications which LockDown perceives as intrusive to the exam process (i.e. Skype, AOL Instant Messenger, etc.) are required by LockDown to be closed before the examination process is allowed to proceed. The use of LockDown Browser by faculty is considered optional as an additional level of security to ensure the integrity and protection of online assessments.

Proctored Examinations

All Distance Education courses will have at least one proctored examination. The proctored examination will be either the mid-term or final. A proctored examination is defined as an examination that is taken in the presence of the instructor or an approved proctor. If a student’s residence is over seventy-five miles from the campus where the examination will be given, the student may request a proctor. If the student’s residency is not over 75 miles, but he or she would like to take the test at another campus location, then it will be the student’s responsibility to find a proctor and have the proctor fill out the necessary paperwork. This proctor will be required to follow the same procedures as other proctors. The student must complete the necessary paperwork within fourteen days of the course start date when requesting a proctor. Once a Proctor Application/Agreement Form has been submitted to the Dean of Instruction, 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/Agreement Form should be submitted.

Proctor Guidelines

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

All LBWCC Distance Education courses require mid-term or final examinations be proctored, i.e., taken in the presence of another person. LBWCC 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, and the student will be subject to disciplinary actions by the College.

The student will be notified of his/her grade. The proctor should make a copy of the student’s answers form and the exam before mailing the students’ examination to LBWCC. The student should not receive a copy of the test questions or answers; only the proctor should have a copy. The proctor should keep this copy for two months, after which time the proctor should destroy this copy.

If an instructor requires an exam to be completed with the use of a computer, it is the student’s responsibility to secure the appropriate proctor.

**Process for Requesting a Proctor**

The student is to print and review the Proctor Guidelines. The Proctor Guidelines are used to inform students of the procedures for requesting a proctor. The document also outlines the process for proctor approval. Students are made aware of these procedures in the course syllabus, the Screencast Orientation for each course, and the Canvas Orientation.

The student is to complete the Proctor Application/Agreement Form and forward it to the Dean of Instruction.

**Process to Approve or Not Approve Proctor**

The Dean of Instruction reviews the Proctor Application/Agreement Form to verify if the proctor meets the guidelines of an acceptable proctor.

- If the proctor is not approved, the Office of the Dean of Instruction notifies the student by email that the submitted Proctor Application/Agreement Form to LBWCC for their named proctor has been denied. The student also receives an attached copy of the Proctor Guidelines for students.
If the proctor is approved, the Office of the Dean of Instruction emails the student, copying the email to the instructor and proctor, and informing them the proctor has been approved. The Office of the Dean of Instruction will forward a copy of the Proctor Application/Agreement form to the instructor.

Once the instructor receives the Proctor Application/Agreement Form from the Dean of Instruction, the instructor verifies whether the student’s residence is over 75 miles from campus. If the student meets the residency requirements, the instructor informs the student that they meet the requirements and may have the examination proctored. If the student does not meet the residency requirements, the student will be notified that the test must be taken on campus.

Schedule an Examination
Students requesting a proctored exam must fill out an Exam Request Form. This form must be completed and returned to their instructor. Only one exam can be requested per Exam Request Form. It is the responsibility of the student to schedule a testing place and time with an approved proctor. The instructor is responsible for emailing or mailing the approved proctor all materials needed for testing. When scheduling appointments, students must allow forty-eight hours for electronic delivery to the proctor and seven (7) additional business days for post office delivery to the proctor.

Process for Completing an Online Examination
Students will present a picture ID to the instructor or approved proctor for student verification. If the student does not present a picture ID, they cannot take the examination.
Students will then go to www.lbwcc.edu and click the Canvas logo to access the login screen.

They can log in to Canvas using first initial of first name, last name, and last 4 digits of social security number. This will be the username and password. Then they will click on the blue login button to log in.

Next, the student must click on the quizzes tab and select quiz or navigate to the module and click on the quiz. Once the student clicks “Take this Quiz” the student will be prompted for an examination password.

The examination password is keyed in by the instructor or the approved proctor.

The instructor or approved proctor will remain in the room where the exam is being taken for the entire duration of the exam.

Then the student will complete and submit the examination.
Process for Completing a Written Examination

The student will present a picture ID, to the instructor or approved proctor for student verification. If the student does not present a picture ID, they cannot take the examination.

The student is to supply the approved proctor with an addressed and stamped 8x11 envelope, to mail his/her completed examination. The envelope should be addressed as follows:

- Attn: Testing – Your Name and Course Name Here
- Lurleen B. Wallace Community College
- Your Instructor’s Name
- P.O. Box 1418
- Andalusia, AL 36420-1224

The instructor or approved proctor will remain in the room where the exam is being taken for the entire duration of the exam.

After completing the examination and prior to mailing, the approved proctor is to complete the Exam Cover Sheet provided with all non-computer based tests, ensuring both the student and proctor signatures; and to make a copy of the student’s answer sheet and Exam Cover Sheet to keep on record in a secure location for two months, after which they should be destroyed.

The approved proctor is to return the exam, answer sheet, and the Exam Cover Sheet to LBWCC in the envelope provided by the student. The exam is to be postmarked no later than one (1) week after being received.

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

Institutional Planning
The viability of Distance Education is included in the planning process. Distance Education is planned to meet the College mission, vision, strategic initiatives, goals and objectives, and is consistent with the College’s Strategic Plan. Distance Education is designed and evaluated according to the same guidelines used for on-campus programs. The effectiveness of Distance Education is assessed as discussed in this document. Finally, the results of the assessment are used to make appropriate changes to the long-range plan and to the program.

Institutional Effectiveness
Distance education courses are evaluated every term. All traditional courses are evaluated during the fall or spring term. The Office of Institutional Effectiveness and Quality maintains data on student learning outcomes, retention, and student satisfaction for every course no matter the delivery method. During the spring term, all employees are required to complete an Annual Professional Development plan as well as being evaluated for Instructional or Non-Instructional Evaluations. During this time, division chairs review the student evaluations with faculty and some of the professional development goals come from the weaknesses in traditional or distance education courses.
Quality Standards

Institutional Support Benchmarks

- A documented technology plan that includes electronic security measures (i.e. password protection, encryption, back-up systems) is in place and operational to ensure both quality standards and the integrity and validity of information.
- The reliability of the technology delivery system is as failsafe as possible.
- A centralized system provides support for building and maintaining the Distance Education infrastructure.

Course Development Benchmarks

- The Distance Education Course Development Process requires strict processes regarding course development, design, and delivery which are printed in the Distance Education Policy and Procedures Manual.
- Instructor Canvas training is required before course development.
- Before course development begins, instructors are required to complete Certificate of Proficiency – Level 1 training.
- The Coordinator for Distance Education Faculty Development will meet with the instructor to discuss pedagogy, instructional design and delivery, requirements of checklist, and other development questions.
- Course content and all instructional materials are reviewed periodically to ensure they meet the checklist for internet course development and program standards.
- Courses are designed to require students to engage themselves in analysis, synthesis, and evaluation as part of their course and program requirements.

Course Review Benchmarks

- The Distance Education Course Review Process requires instructors complete an approval process and these guidelines are in the Distance Education Policy and Procedures Manual.
- The process requires first time developers to go through a systematic review process. This process requires the instructor to meet with the Distance Education Advisory Committee and meet all the recommendations of the Preliminary Checklist for Internet Course Development.
Approval of course, requires all recommendations to be successfully completed with an approval letter from the Chair of the Distance Education Advisory Committee.

Failure to meet recommendations will result in course not being approved.

**Teaching and Learning Benchmarks**

- Student interaction with faculty and other students is an essential characteristic and is facilitated through various methods, including voice-mail and/or email.
- Feedback on 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 course, students are advised about the course to determine (1) if they possess the self-motivation and commitment to learn at a distance, (2) if they have access to the minimal technology required by the course design, and (3) if they have the computer skills necessary to be successful.
- Students are provided with the supplemental course information that outlines course objectives, concepts and ideas, and learning outcomes for each course and summarized in a clearly written, straightforward statement.
- Students have access to sufficient library resources that may include a “virtual library” accessible through the World Wide Web.
- Faculty are to 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 have access to technical assistance, including detailed instruction regarding the electronic media used, and convenient access to technical support staff.

Questions directed to student services 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, who are encouraged to use it.
- Faculty members are assisted in the transition from classroom teaching to online instruction and are assessed during the process.
- Professional development training is offered each term for different software applications associated with distance education technology. Instructor training and assistance continues through the progression of the distance education course.
- Faculty members have access to resources dealing 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.
Information Technology Policies and Procedures

Information Technology Resources
LBW 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 purpose of information technology resources is to provide educational resources for the College’s students and employees.

Acceptable Use Policy
The College expects all students and employees to use information technology resources in a responsible manner, respecting the public trust through which they’ve 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 Lurleen B. Wallace 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 retrievability 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 you have permission.

Example: it is unacceptable

- To use resources you have not been specifically authorized to use;
- 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 their intended purpose.

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 not intended for you;
- 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.

System Administrators Responsibilities
System administrators and providers of College information technology resources have the additional responsibility of ensuring the integrity, confidentiality, and availability of the resources they are managing. Persons in these positions are granted significant trust to use their privileges appropriately for their intended purpose and only when required to maintain the system. Any private information seen in carrying out these duties must be treated in the strictest confidence unless it relates to a violation of the security of the system.

Although information technology providers throughout the college are responsible for preserving the integrity and security of resources, security sometimes can be breached through actions beyond their control. Users are urged to take appropriate precautions such as safeguarding their account and password and promptly reporting any misuse or violations of the policy.
Accommodation Disabilities


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 people who desire to attend. Lurleen B. Wallace 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:

ACCESS TO ELECTRONIC AND INFORMATION TECHNOLOGY

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.
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.
## Appendices

### Course Proposal Form

**Lurleen B. Wallace Community College**

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<tr>
<th>Instructor Name</th>
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<tr>
<th>Phone Number</th>
<th>Email Address</th>
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**Course Number:**

**Course Name:**

**Credit Hours:**

**Division:**

**Title of Text:**

**Materials Required:**

**Semester Offered**

**Year**

**Special Assistance Required**

<table>
<thead>
<tr>
<th>Method of Delivery</th>
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<tbody>
<tr>
<td>Compressed Video</td>
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<tr>
<td>Sites:</td>
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<tr>
<td>TeleCourse</td>
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<tr>
<td>Name of Series:</td>
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<tr>
<td>Producer:</td>
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<tr>
<td>Cost:</td>
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<tr>
<td>Course Delivery Software:</td>
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<td>On-Line</td>
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<td>Hybrid</td>
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<td>Web-Enhanced</td>
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**Approvals:**

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<th>Instructor</th>
<th>Date</th>
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Preliminary Checklist for Internet Course Development

Course Home Page: It is important that the Course Home page is attractive and easy to navigate. The following should be located on the home page.

- 1. Modules
- 2. Description of Module (ex. Chapters in module - Exam One).
- 3. The top of the page should contain the name of course (other suggestions - picture of book used).
- 4. The bottom of the page should contain the instructor name, email link, phone number, and link to office hours.
- 5. The Home Page must contain a table of customized icons with links to all the following: Start Here Module, Modules and/or chapters, Canvas Orientation, the LBWCC Library, and the Instructor Screencast Channel. The table of customized icons adds to the attractiveness of the page and makes the course unique.

Start Here Module: The Start Here module should contain all material that a student needs to understand how to navigate your course.

A. Syllabus
- 1. The correct template must be used for the course syllabus. The syllabus must be revised to cover requirements for Distance Education courses, with a copy sent to the Dean of Instruction's office.
- 2. Evaluation Policy: A clearly stated evaluation policy in the syllabus is essential. Identify how students are graded in your class.
- 3. Attendance Policy: A clearly stated attendance in the syllabus is essential. Identify how students are counted as present in your class.
  - a. The following statement must be in the syllabus for hybrids: Students not attending the first day of a hybrid class will be dropped unless the instructor grants prior approval for the absence. Student receiving an "F" for a course will be given credit for attendance based on last day student attended.
  - b. The following statement must be in the syllabus for online courses: Students not completing the "Start Here" module in online courses by the time of attendance verification (Date) will be dropped unless the instructor grants prior approval for the absence. Student receiving an "F" for a course will be given credit for attendance based on last graded work.
  - c. At the end of the semester, the grade book should be exported to a file and maintained as grade records.
## Preliminary Checklist for Internet Course Development

**Instructor Name**

**Legend:**
- ○ Mandatory
- ○ Suggested
- ○ Important information that the instructor needs to make

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### d. These procedures for verification of attendance should be clearly stated in the syllabus to ensure that students understand how course activity will be tracked and evaluated.

### 4. Email Policy (Conversations):
Let the students know how often you check/reply to their emails. Please see Section VII for more details.

### 5. A student may withdraw from a course or all courses without a grade penalty up to fourteen (14) days prior to the first day of final exams for the fall and spring terms. For the summer and mini-terms, students may withdraw from classes up to seven (7) days prior to the first day of final exams for each session. The final date for official withdrawal is printed in the college calendar and published in each class schedule. To officially withdraw, a Withdrawal Form must be obtained from the Office of Student Services, completed and signed by all persons indicated on the form and returned to the Office of Student Services.

**NOTE:** All withdrawal forms must be completed and returned to the Office of Student Services for processing before a student is officially withdrawn from a course or courses.

It is the student's responsibility to follow these withdrawal procedures. Students may be administratively withdrawn from all courses for excessive absences or for other administrative reasons (such as student discipline leading to suspension or expulsion). Withdrawal may impact a student's ability to qualify for financial aid, and may result in the need to repay financial aid already received.

### 6. Incomplete Grade Policy:
A grade of Incomplete (I) may be assigned when the quality of work has been passing but the student has been prevented by illness or other justifiable cause from completing the required work or taking the final examinations. A student who must miss a final examination has the responsibility of notifying the instructor prior to the examination or as soon thereafter as possible and of furnishing acceptable evidence concerning the cause of the absence upon return. If the cause is personal illness, the student should present the instructor a statement signed by the appropriate health care professional.

Students must submit to the instructor a “Request for Incomplete Grade” form with documentation of the absences. If approved by the instructor and division chair, the student may receive an “I” for the term. All required work for the course must be submitted to the instructor no later than two weeks prior to the last class day of the following term. If work is submitted by the due date provided by the instructor, the “I” grade will be cleared by the last class day. Otherwise, the grade of Incomplete (I) automatically becomes an “F.”

### B. Quizzes

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### 1. Syllabus Quiz:
To ensure that students are familiar with course requirements, a quiz on course information will be given. The instructor must use selective release to set this up so that once a required score has been attained the student can move on into the actual course content.
Preliminary Checklist for Internet Course Development

Instructor Name ________________
Course ________________________
Status ________________________

Legend:
- Mandatory
- Suggested
- Important information that the instructor needs to make

C. Canvas Orientation / Instructor Course Orientation

1. All DE Courses (online/hybrid) are required to have a Canvas Orientation and Instructor Course Orientation. This Canvas Orientation should be in the Course Home Page and the Instructor Course Orientation is in the Start Here Module. The Canvas Orientation will be a brief overview of how Canvas works. The Instructor Course Orientation should include how to navigate the modules, move around in the course, and give students a short summary of the syllabus, class policies, and attendance verification policies as well as explain how the students set up notifications.

D. Proctor Guidelines: If students require proctors then Proctor application/agreement forms must be submitted at the start of the term, no later than 14 days after the first class day.

1. The proctor form must be loaded in the Start Here module (online courses) in a format that students can print.

2. Instructions on filling out the form must be included.

III. Learning Modules: All DE courses require organized learning modules as part of the course structure. These may include E-content and/or information the instructor provides. Multiple learning styles should be addressed in the consideration of approach to content—visual, auditory, and kinesthetic.

1. Learning modules must be organized into a consistent structure so that students will become familiar with what the instructor expects or requires for each module. The organization of the modules must be by chapter or unit and linked to the Homepage.

2. Headers must be used in the learning module to organize material. Each learning module must contain the same headers and order to ensure consistency.

3. The first document of every learning module must be the objectives.

4. All PowerPoint presentations that students are allowed to print off must be in a format of four slides per page and the background of the slides must be white.

5. Guidelines for Success: An introduction to the course is also suggested.

6. All modules must contain at least one screencast recording covering course content.
## Preliminary Checklist for Internet Course Development

### Instructor Name ____________

### Course ________________

### Status ________________

#### Legend:
- ○ Mandatory
- ▼ Suggested
- ★ Important information that the instructor needs to make

## A. Content

- 1. **Chapter or Unit Objectives**
- 2. **Instructor notes/outlines**
- 3. **PowerPoint Presentation**
- 4. **Assignments (quizzes, etc.)**
- 5. **Web Links**
- 6. **Discussions - Blogs, threaded, or journal (if applicable)**
- 7. **Study aids - Study mate, Screencast tutorials, text book tools, etc.**

## B. Screencast Lectures

- 1. **Screencast lecture must cover course content and/or take the form of tutorials. There must be at least one Screencast recording for each module.**
- 2. **Screencast sessions must be revised as needed to incorporate new material and new editions of the book.**
- 3. **An additional link to the instructor’s folder can be added to the content links.**

## C. The learning modules should contain activities that relate to each of the learning styles:

- 1. **Aural/Auditory**
- 2. **Visual**
- 3. **Read/Write**
- 4. **Tactile/Kinesthetic**
Preliminary Checklist for Internet Course Development

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<th>Instructor Name</th>
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<tr>
<td>Course Status</td>
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<td>✔️</td>
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IV. Calendar: The calendar tool must be utilized. This tool is basically a roadmap for the completion of the course. The calendar should guide students through the course and help to ensure that students have a general understanding of when assignments and assessments are due. The calendar should include, but not be limited to:

- 1. Deadlines and due dates for quizzes, exams, assignments, etc.
- 2. If a hybrid, plans for the day of class.

V. Evaluations/Assessments: Distance education courses require mid-term or final examinations be taken in the presence of the instructor or an approved proctor. Evaluations used in online courses should cover the same core content as those used in traditional courses. Each course requires a minimum of four evaluations including mid-term and/or final exams and may include quizzes, timed exams, graded discussions and written assignments, labs, etc. Courses should provide a range of student assessment strategies. (Exams, chapter quizzes, papers, presentations, projects, participation in discussions and debates, role playing, collaborative projects, etc.)

- 1. A minimum of four evaluations are required.
- 2. Assignments (quizzes) must be included in the module and/or linked to the calendar.
- 3. Grades must be available to students within seven (7) days for assignments, quizzes, and essays and within three (3) weeks for research papers.
- 4. Grades must be posted in the Canvas grade book and/or in a grade book accessible to students.
- 5. These exams can be created using the questions in the e-pack database, creating new questions, or by using Respondus to create the exam file.
## Preliminary Checklist for Internet Course Development

**Instructor Name** ____________________  **Legend:**

**Course** ____________________  
- **Mandatory**
- **Suggested**
- **Important information that the instructor needs to make**

**Status** ____________________

---

### VI. Class Interaction

Courses should employ a variety of types of interaction including, but not limited to, interaction between student/instructor, student/content, and student/student. These types of interactions foster community building, critical thinking skills, collaboration, and opportunities to understand and apply learning materials and concepts.

Class interaction is a key part in DE delivery of courses since students will seldom see the instructor. It takes an extra effort to make the students feel like they are a part of a “class” The extra effort will pay off in the long run. Instructors MUST use at least one of the following for online communication in addition to the Email tool. This will ensure the same interaction with instructor and students as students receive in a traditional course. These may include:

<table>
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<tr>
<th>#</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Between student/instructor-email, discussion boards, assignments, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Between student/content-assignments, quizzes, discussions, etc.</td>
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<tr>
<td>3</td>
<td>Announcements to students need to be used to keep students informed of upcoming events or changes.</td>
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<td>4</td>
<td>Discussion Boards include functions for threaded discussion, blogs sites and journal entries.</td>
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<td>5</td>
<td>Chat rooms, or Peer Reviews.</td>
</tr>
<tr>
<td>6</td>
<td>Between students-discussions, peer review, blog.</td>
</tr>
<tr>
<td>7</td>
<td>It is suggested that instructors use as many of these tools as is applicable to course content.</td>
</tr>
<tr>
<td>8</td>
<td>Between students-discussions, peer review, blog.</td>
</tr>
<tr>
<td>9</td>
<td>It is suggested that instructors use as many of these tools as is applicable to course content.</td>
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</table>
Preliminary Checklist for Internet Course Development

Instructor Name ____________________  Legend:
Course ____________________  ○ Mandatory
Status ____________________  ○ Suggested

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<tr>
<th>VII.</th>
<th>Assignments: Assignments and/or homework are necessary in DE courses so that weekly feedback can be provided to students on their progress in the course. Feedback between the instructor and the student is vital to ensure that the student understands the material being presented and the consistency in how information is presented.</th>
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<tr>
<td></td>
<td>1. Assignments are required and timely feedback must be provided to students on their progress in the course. These assignments should be one of the components included in learning modules and/or linked to the calendar.</td>
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<td>2. It is suggested that you plan ahead with your librarian about a library assignment or information literacy project.</td>
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<td></td>
<td>3. It is suggested that you plan ahead with your librarian for online orientation to library services, resources and information skill building.</td>
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<td></td>
<td>4. Grade form.</td>
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<tr>
<th>VIII.</th>
<th>Email (Conversations): The internal mail program that is built into Canvas should be used as one way of class interaction and communicating with students. Using this built-in feature keeps emails confined to specific courses making it easier for both student and instructor to communicate about course content, problems and questions. It also provides the instructor with an easy way to document communication with students. Emails should be exported to a file at the end of the semester for documentation.</th>
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<tbody>
<tr>
<td></td>
<td>1. The Canvas email (conversations) program must be used as a means of class interaction and communication.</td>
</tr>
<tr>
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<td>2. The students must be informed as to when emails will be read and answered by the instructor. This should be listed in the syllabus and/or in the introduction to your course in the Start Here module.</td>
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<td>3. Emails should be answered <strong>daily</strong> during the week days. It is very important to check emails several times during the first week of semester to make sure that your students are not having problems.</td>
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<tr>
<th>IX.</th>
<th>Web Links: Courses linking to external websites must be stable, reliable, and sustainable.</th>
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<tr>
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<td>1. These links should be checked to ensure that they are working and students are not having problems with them before the first day that classes start.</td>
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<tr>
<td></td>
<td>2. Courses should contain web links to material used to support course content.</td>
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<td>3. The web links should be linked to the appropriate module.</td>
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### Preliminary Checklist for Internet Course Development

**Instructor Name:**

**Course:**

**Status:**

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#### X. Course Quality: Course quality must be comparable to the traditionally delivered course. The content covered in the DE course should be the same as the content covered in the traditional course. This means the learning objectives listed in the syllabus should be the same as in the traditional course which ensures course quality. This includes:

1. Explaining (by using Screencast) any material to the online students that is explained to the traditional students.

#### Important information that the instructor needs to make sure is completed before classes start.

#### XI. Learning Modules: All DE courses require organized learning modules as part of the course structure. These may include E-content and/or information the instructor provides. Multiple learning styles should be addressed in the consideration of approach to content—visual, auditory, and kinesthetic.

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<tr>
<td>⊗</td>
<td>1. Check the Student view tab to ensure that material in the module is opening properly for the students.</td>
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<td>◆</td>
<td>2. If an e-pak is used, access codes must be tested before the committee review and before the semester begins.</td>
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#### XII. Course Quality: Course quality must be comparable to the traditionally delivered course. The content covered in the DE course should be the same as the content covered in the traditional course. This means the learning objectives listed in the syllabus should be the same as in the traditional course which ensures course quality. This includes:

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<tr>
<td>⊗</td>
<td>1. Making sure that the workload for the online students is not more or less than the traditional students’ workload.</td>
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<tr>
<td>◆</td>
<td>2. If you talk to your traditional class, then you should “talk” to your DE students.</td>
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</table>
## Preliminary Checklist for Internet Course Development

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<th>Instructor Name</th>
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<tr>
<td>Course</td>
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<td>Status</td>
<td>● Suggested</td>
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<td>○ Important information that the instructor needs to make</td>
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### Copyright:
Copyrighted resources must be evaluated based upon the Fair Use Criteria (one-time educational use only). They cannot become a part of a course and used each time the course is taught. If you will contact your book representative, you can usually get permission to use all the instructor materials that come with the book. Email them a list of what you would like to use. Save the email from the book rep for future documentation.

### Accessibility:
Courses should be checked to ensure that the course is compliant with the accessibility standards for 508 and W3C priority 1. Courses may be converted to a format that meets 508 and WC3 priority 1 compliance by clicking on the link for the software Lift from Usable.net.

### General Requirements:
Instructors will be required during the review to meet all requirements of this document for the course to be approved. During the review process the committee will indicate what changes, if any, need to be made. Once the instructor has made such changes, the Chair of the DEAC will decide if it is necessary to re-evaluate the course. Upon approval, the course will be added to the schedule.

If the course is not approved by the committee, the course must be removed from the schedule and replaced by a traditional course before registration.

The Division Chair and instructor will be notified of the DEAC chair and/or the committee’s decision.

To ensure academic integrity, quality instruction and a quality program it is the policy of the Distance Education Advisory Committee that all Distance Education Courses be periodically re-evaluated on a schedule to be determined by the committee.

If there is an ongoing problem with either the course content or instruction, the Division Chair and the Distance Education Committee Chair will meet to discuss a course of action. The course may be removed from the online schedule until changes are made.
## Preliminary Checklist for Web Enhanced Course Development

### Instructor Name ____________________  Legend:

- ● Mandatory
- ○ Suggested
- ● Important information that the instructor needs to make sure is completed before classes start

### Course ____________________

### Status ____________________

#### I. Course Home Page:
It is important that the Course Home page is attractive and easy to navigate. The following should be located on the home page.

- ● A. Modules
- ● B. Description of Module (e.g., Chapters in module - Exam One)
- ● C. The top of the page should contain the name of course (other suggestions: picture of book used)
- ● D. The bottom of the page should contain the instructor name, email link, phone number, and link to office hours.
- ● E. The Home Page should contain a table of customized buttons for the LBWCC Library and Instructor Screencast page.
- ● F. A table of customized icons is suggested—to link to modules it adds to the attractiveness of the page and makes the course unique.

#### II. Start Here Module:
The Start Here module should contain all material that a student needs to understand how to navigate your course.

### A. Syllabus

- ● 1. The correct template must be used for the course syllabus. The syllabus must be revised to cover requirements for Distance Education courses, with a copy sent to the Dean of Instruction’s office.
- ● 2. **Evaluation Policy**: A clearly stated evaluation policy in the syllabus is essential. Identify how students are graded in your class.
- ● 3. **Attendance Policy**: A clearly stated attendance in the syllabus is essential. Identify how students are counted as present in your class.

#### a. The following statement must be in the syllabus for hybrids:
Students not attending the first day of a hybrid class will be dropped unless the instructor grants prior approval for the absence. Student receiving an “F” for a course will be given credit for attendance based on last day student attended.

#### b. The following statement must be in the syllabus for online courses:
Students not completing the “Start Here” module in online courses by the time of attendance verification (Date) will be dropped unless the instructor grants prior approval for the absence. Student receiving an “F” for a course will be given credit for attendance based on last graded work.

#### c. At the end of the semester, the grade book should be exported to a file and maintained as grade records.
## Preliminary Checklist for Web Enhanced Course Development

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### 4. Email Policy (Conversations): Let the students know how often you check/reply to their emails.

### 5. A student may withdraw from a course or all courses without a grade penalty up to fourteen (14) days prior to the first day of final exams for the fall and spring terms. For the summer and mini-terms, students may withdraw from classes up to seven (7) days prior to the first day of final exams for each session. The final date for official withdrawal is printed in the college calendar and published in each class schedule. To officially withdraw, a Withdrawal Form must be obtained from the Office of Student Services, completed and signed by all persons indicated on the form and returned to the Office of Student Services.

**NOTE:** All withdrawal forms must be completed and returned to the Office of Student Services for processing before a student is officially withdrawn from a course or courses.

It is the student's responsibility to follow these withdrawal procedures. Students may be administratively withdrawn from all courses for excessive absences or for other administrative reasons (such as student discipline leading to suspension or expulsion). Withdrawal may impact a student's ability to qualify for financial aid, and may result in the need to repay financial aid already received.

### 6. Incomplete Grade Policy: A grade of Incomplete (I) may be assigned when the quality of work has been passing but the student has been prevented by illness or other justifiable cause from completing the required work or taking the final examinations. A student who must miss a final examination has the responsibility of notifying the instructor prior to the examination or as soon thereafter as possible and of furnishing acceptable evidence concerning the cause of the absence upon return. If the cause is personal illness, the student should present the instructor a statement signed by the appropriate health care professional.

Students must submit to the instructor a “Request for Incomplete Grade” form with documentation of the absences. If approved by the instructor and division chair, the student may receive an “I” for the term. All required work for the course must be submitted to the instructor no later than two weeks prior to the last class day of the following term. If work is submitted by the due date provided by the instructor, the “I” grade will be cleared by the last class day. Otherwise, the grade of Incomplete (I) automatically becomes an “F.”
# Preliminary Checklist for Web Enhanced Course Development

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Legend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Status</td>
<td>○ Mandatory</td>
</tr>
<tr>
<td></td>
<td>○ Suggested</td>
</tr>
<tr>
<td></td>
<td>○ Important information that the instructor needs to make sure is completed before classes start</td>
</tr>
</tbody>
</table>

## B. Quizzes
1. **Syllabus Quiz:** To ensure that students are familiar with course requirements, a quiz on course information can be given either in class or in Canvas.

## C. Screencast Online Orientation Session
1. **All DE Courses are required to have a Screencast Online Orientation Session.** This orientation should be linked Home Content Page. The session should include how to navigate through the web enhanced course. The orientation should also explain how the students set up notifications.

## III. Learning Modules: All DE courses require organized learning modules as part of the course structure. These may include E-content and/or information the instructor provides

### A. Content:
Content is required in the course, but it is up to the instructor which of the following to use.

1. Chapter or Unit Objectives
2. Instructor notes/outlines/lab sheets
3. **PowerPoint Presentation**
4. Assignments (quizzes-etc.)
5. Web Links
6. Discussions - Blogs, threaded, or journal (if applicable).
7. **Study Tools – StudyMate, Screencast tutorials, textbook tools, Jeopardy, etc.**
## Preliminary Checklist for Web Enhanced Course Development

**Instructor Name ____________**

**Course _______________**

**Status _______________**

**Legend:**
- **Mandatory**
- **Suggested**
- **Important information that the instructor needs to make sure is completed before classes start**

### B. Screen Cast Lectures

1. An additional link to the instructor’s folder can be added to the content links. Students cannot download Screen Cast lectures to an iPod, iPhone, or MP3 player without the link to the instructor’s folder.

### IV. Grades

- **A.** Grades can be posted in the Canvas gradebook and/or in a gradebook accessible to students.

- **B.** Grade form - A grade form or rubric can be created in Canvas.

### V. Calendar

- **1.** Deadlines and due dates for quizzes, exams, assignments, or comments, etc.

### VI. Email (Conversations)

- A. The Canvas email (conversations) should be used as a means of class interaction and communication.

- B. The students must be informed as to when emails will be read and answered by the instructor. This should be listed in the syllabus.

- C. Emails should be answered daily during the week days. It is very important to check emails several times during the first week of the semester to ensure that students are not having problems.
## Preliminary Checklist for Web Enhanced Course Development

**Instructor Name**

**Course**

**Status**

### Legend:
- **Mandatory**
- **Suggested**
- **Important information that the instructor needs to make sure is completed before classes start**

### VII. Web Links: Courses linking to external websites must be stable, reliable, and sustainable.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>□</td>
<td>A. These links should be checked to ensure that they are working and students are not having problems with them before the first day that classes start.</td>
</tr>
<tr>
<td>□</td>
<td>B. Web links to material are used to support course content.</td>
</tr>
<tr>
<td>□</td>
<td>C. The web links should be linked to the appropriate module.</td>
</tr>
</tbody>
</table>

### Important information that the instructor needs to make sure is completed before classes start

**Learning Modules:** All DE courses require organized learning modules as part of the course structure. These may include E-content and/or information the instructor provides.

- **A.** Check the Student view tab to ensure that material in the module is opening properly for the students.
Preliminary Checklist for Web Enhanced Course Development

Instructor Name ____________
Course _________________
Status _________________

Legend:
- Mandatory
- Suggested
- Important information that the instructor needs to make sure is completed before classes start

Copyright: Copyrighted resources must be evaluated based upon the Fair Use Criteria (one time educational use only). They cannot become a part of a course and used each time the course is taught. If you will contact your book representative, you can usually get permission to use all the instructor materials that come with the book. Email them a list of what you would like to use. Save the email from the book rep for future documentation.

Accessibility: Courses should be checked to ensure that the course is compliant with the accessibility standards for 508 and W3C priority 1. Courses may be converted to a format that meets 508 and WC3 priority 1 compliance by clicking on the link for the software Lift from Usable.net.

General Requirements: Instructors will be required during the review to meet all requirements of this document for the course to be approved. During the review process the committee will indicate what changes, if any, need to be made. Once the instructor has made such changes, the Chair of the DEAC will decide if it is necessary to re-evaluate the course. Upon approval, the course will be added to the schedule.

If the course is not approved by the committee, the course must be removed.

The Division Chair and instructor will be notified of the DEAC chair and/or the committee’s decision.

To ensure academic integrity, quality instruction and a quality program it is the policy of the Distance Education Advisory Committee that all Distance Education Courses be periodically re-evaluated on a schedule to be determined by the committee.

If there is an ongoing problem with either the course content or instruction, the Division Chair and the Distance Education Committee Chair will meet to discuss a course of action.
Course Approval Form

Lurleen B. Wallace Community College

Course Approval Form
The following distance education course has been reviewed and approved by the Distance Education Advisory Committee.

- Attach the Preliminary Checklist for Internet Course Development.
- Attach the Course Proposal Form.
- Attach a revised syllabus
- Documentation for addressing course objectives

Course Title: ________________________________

Course Number: ____________________________

Course Offered Semester/Year: ___________________

Instructor Name: ______________________________

Distance Education Advisory Committee Members: (Initials)

_________________  ___________________  ___________________  ___________________

_________________  ___________________  ___________________  ___________________

_________________  ___________________  ___________________  ___________________

_________________  ___________________  ___________________  ___________________

Comments from review: ________________________________________________________________

Approved: [ ]  Date: __________

Pending: [ ]  Date: __________

Not Approved: [ ]  Date: __________

_________________________________________  Date: __________________________

DE Advisory Committee Chair

_________________________________________  Date: __________________________

Dean of Instruction
Proctor Application/Agreement Form

Lurleen B. Wallace Community College

Proctor Application / Agreement Form

**Student Information:**
Lurleen B. Wallace Community College has received a request for proctor approval from the following student:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Phone Number</th>
<th>Student Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Instructions:**
If you haven't already please download and print the document proctor guidelines before continuing with the instructions. This document explains the process for proctor approval.

1. Meet with Proctor
2. Complete form with Proctor
3. Print Form and Obtain Signature from Proctor
4. Return signed form to the **Dean of Instruction**

The mailing address and fax number are located at the bottom of the form.

**Proctor Instructions:**
Please review the information the student has entered and make sure that it is correct. Please review the Proctor Responsibilities. **If you are willing to comply with the responsibilities listed, please sign and have student return this document.**

The Office of the Dean of Instruction will not release any exam information to the student or proctor until this document is returned and approved.

**Potential Proctor Information**

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Street Address:</td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td></td>
</tr>
<tr>
<td>Zip:</td>
<td></td>
</tr>
</tbody>
</table>
Proctor Contact Information

<table>
<thead>
<tr>
<th>Home Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Phone Number:</td>
</tr>
<tr>
<td>Fax Number:</td>
</tr>
<tr>
<td>E-mail Address:</td>
</tr>
</tbody>
</table>

Proctor Credentials

<table>
<thead>
<tr>
<th>Employer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
</tr>
<tr>
<td>Brief Job Description:</td>
</tr>
<tr>
<td>Relationship to Student:</td>
</tr>
</tbody>
</table>

Proctor Responsibilities

- Verify the identity of the student.
- Be present at all times during the examination.
- Personally sign off on the completed process (See Exam Cover Sheet included with exam).
- Ensure that no examination sheets or student answers are reproduced in any manner.
- Ensure that there is no participation, interaction, or interference during examinations.
- Retain and secure a copy of the exam answers and Exam Cover Sheet for a period of two (2) months.
- Mail the completed exam, including answers and Exam Cover Sheet, to the Instructor at LBWCC.
- Destroy any and all copies of the exam after the examination period, including electronic copies.

Proctor Agreement

I am willing to serve as proctor for this student and perform the prescribed duties without any remuneration. I am not related by birth or marriage.

Signature ____________________________  Date ______________

Please note that all personnel information provided to LBWCC will remain strictly confidential and will not be released without your prior consent. Please keep a copy of this document for your records.

Mail To:  LBW Community College  Fax To:  LBW Community College
          Attn: Peggy Linton  Attn: Peggy Linton
          Dean of Instruction  Dean of Instruction
          1708 North Main Street  (334) 493-7003
          Opp, AL. 36467
## Proctor Exam Form

**Lurleen B. Wallace Community College**

**Exam Request Form**

(For Off-Campus Use Only)

Please complete this document and return to your Instructor.

**NOTE:** Only one exam can be requested per Exam Request Form

### Exam Information

Exam must be returned within one (1) week of the receipt by the proctor

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name:</td>
</tr>
<tr>
<td>Course Name:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Number:</th>
<th>Course Number:</th>
<th>Enter an X by the Exam You're Requesting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Mid Term</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final</strong></td>
</tr>
</tbody>
</table>

Student Signature: __________________________

Date: __________________________

### Proctor Information

<table>
<thead>
<tr>
<th>Pre-Approved Proctor's Name:</th>
<th>Scheduled Exam Date:</th>
</tr>
</thead>
</table>

Method of Delivery (Enter an X)

| ___ Electronic | ___ Mail |

Proctor Signature: __________________________

Date: __________________________

| Mail To: Lurleen B. Wallace Community College Attn: Instructor Name |
| Andalusia Campus: P. O. Box 1418 Andalusia, AL 36420 |
| MacArthur Campus: 1708 North Main St. 1708 North Main St. |
| Greenville Campus: 750 Greenville Bypass Greenville, AL 36037 |

| Fax To: Attn: Instructor Name |
| Andalusia (334) 861-2300 |
| MacArthur (334) 492-7003 |
| Greenville (334) 382-2215 |
Exam Cover Sheet

LURLEEN B. WALLACE COMMUNITY COLLEGE

TO: ___________________ DATE: ___________________

____________________

____________________

FAX NUMBER: ________________

NUMBER OF PAGES (including cover sheet) ___________ Time Sent ___________

FROM: ___________________ TELEPHONE: _______________

SUBJECT OR MATERIAL TRANSMITTED:


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4jm - Revised 06/13/03

****************************************CONFIDENTIALITY NOTE****************************************