

Eastern Wyoming College

Distance Learning

Handbook

December 2009

## Eastern Wyoming College's Distance Learning

### Mission

The mission of the Distance Learning Committee is to enhance and support the college's core mission of providing outstanding learning opportunities to all students as well as to promote, evaluate, provide support for, and coordinate instructional delivery technologies for credit, non-credit, and continuing education instruction.

### Vision

The Eastern Wyoming College will become the educational provider of choice for distance learners within the service area, across the State and beyond. EWC will become nationally recognized for its innovative, high-quality distance learning programs.

### Goal

Eastern Wyoming College will provide distance learners with challenging, engaging, learner centered opportunities that enhance their knowledge, skills and attitudes through communication skills, analytical and quantitative reasoning, technology skills, social awareness, information literacy, critical thinking and creativity.

To achieve that goal Eastern Wyoming College has established the Distance Learning Committee, a standing subcommittee of the EWC Faculty Council. The Distance Learning Committee will:

- recommend scheduling and rotation of classes
- integrate distance learning into all programs
- mentor new distance learning faculty
- target specific populations
- offer non-traditional schedules
- continue to recommend technology and infrastructure
- promote collaborations and partnerships
- promote on-line material for traditional classes
- design and recommend training for distance education
- design student assessment of services, courses, programs and outcomes
- foster student success
- respond to the service area needs

### Distance Learning Committee Terms of Membership

The Distance Learning Committee shall be comprised of:

Vice President for Learning	Permanent	Dee Ludwig
Instructional Technologist	Permanent	Aaron Bahmer
Division Chairs	Permanent	
Arts, Humanities, Social and Behavior Science		Connie Woehl

Business & Technology Science		Rick Vonburg Patti Sue Peterson
Student Services Representative	Permanent	Rex Cogdill
Instructional Support Representative	Rotating A	Marilyn Miller
Outreach Representative	Rotating B	Sue McBride
Business & Technology Faculty	Rotating A	Tim Walter
Business & Technology Faculty	Rotating B	
Science Faculty	Rotating A	Tina Christinck
Science Faculty	Rotating B	
Arts, Humanities, Social Science Faculty	Rotating A	Anne Hilton
Arts, Humanities, Social Science Faculty	Rotating B	Heidi Edmunds
Student Representative	Rotating A	Student Senate appointee

Rotating terms shall be for two years with A terms beginning the fall of an odd-numbered year, and the B terms beginning the fall of an even-numbered year.

#### **We Believe that**

- distance learning is important
- distance learning will serve site-bound individuals, working adult and traditional students
- Wyomingites will need the access and life-long distance education to stay current in their jobs
- students benefit when online course technologies used in their on-campus courses
- limited classroom space on campus and a large service area allows for more on-line and distance learning class offerings
- the library provides a range of learning and on-line resources for remote access
- distance learning courses at EWC must be of equal quality to traditional on-campus learning
- course content, learning activities, and online pedagogical practices should guide the choice of instructional technology
- full-time faculty remain in control of the curriculum and course content
- distance learning students must comply with college standards and regulations
- distance learning students should receive services equal to those received by on-campus learners
- faculty developing and delivering e-learning courses should receive support

## Focus on Learning

To ensure that EWC provides outstanding learning experiences for our students, distance learning classes will be achieved through:

## Instructional Design

- developing strategies, activities, and materials to achieve learning outcomes
- embracing diverse learning styles
- matching the technology with the desired learning outcomes
- using a variety of instructional techniques
- using the appropriate technology to achieve the educational goal
- using a combination of synchronous and asynchronous technologies

## Expectations

- using reliable access to the internet
- learning is self-directed
- devoting time and energy to reading, communicating, and completing assignments
- providing an approved syllabus
- participating regularly in the course
- articulating the learning outcomes
- taking a distance learning course is equivalent to a face to face course

## Community of Scholars

- promoting regular communication
- providing collegial learning environment and atmosphere
- interacting with the content, the instructor, and other learners
- encouraging cooperative learning
- acknowledging diverse perspectives
- creating an open exchange of ideas
- providing an orientation to the class and college

## Assessment

- assessing each course
- assessing quality and learning outcomes with end-of-course student surveys
- surveying satisfaction with technology and design
- using a variety of tools to assess course, teaching and services to include:
  - o Student course evaluations tailored for each delivery mode (Appendix A)
  - o Instructor classroom assessment techniques (CATs)
  - o Assessments through observation/participation

## Working Terms

### **Compressed Video**

These courses primarily originate from the Torrington campus of Eastern Wyoming College. They can be broadcast to any college or high school in the state of Wyoming. Primary focus is on the EWC service district sites: Torrington, Douglas, Glenrock, Glendo, Wheatland, Chugwater, Lusk, Guernsey, Hulett, Moorcroft, Upton, Sundance, & Newcastle. Other sites may be available upon request.

### **Telecourse**

These courses are delivered via VHS videotape or available from Wyoming Public Television, so access to a VCR is required. Study materials will be sent to the student prior to the first day of class. In addition, a textbook and study guide may also be required. There is an additional fee charged to students for telecourses to cover costs from the Public Broadcasting System (PBS).

### **Internet**

Because course material is available through the World Wide Web and e-mail is a primary form of communication, access to the Internet is required. Computer skills are required. Information regarding access to materials will be sent to the student prior to the first day of class. In addition, a textbook and study guide may also be required.

### **Text-based**

Communication between student and instructor will be by US mail and/or e-mail, and telephone. Study materials will be sent to the student prior to the first day of class.

### **Enhanced**

Integration of internet course support with any other delivery mode, including traditional classroom comprise the enhanced format.

### **Hybrid**

These courses are delivered by a combination of in-class seat time and a distance delivery mode. Typical in-class seat time will be reduced by an amount appropriate to the activities of the distance mode.

## Institutional Guidelines

The Committee recognizes that it is important to have operational guidelines in the area of Distance Learning.

Quality Assurance is vitally important in Distance Education courses. The proposed instructor for a distance learning course should be supported with training to develop and design of a distance education course.

The content learning outcomes will be reviewed by discipline mentor and approved by the Vice President for Learning prior to development.

If an adjunct is developing a course, mentoring with a full-time faculty member will be provided.

The “right of first refusal” resides with the original instructor who designs and teaches a course. This entitles that instructor to have the right to continue to teach that course if he/she chooses before it is offered to another instructor to teach. The Vice President for Learning retains the right to approve another instructor.

A contract will be written between EWC and the instructor to define ownership of intellectual property.

Distance education courses will have a “begin” and “end” date within regularly scheduled semesters.

Telecourses will also have an on-site section offered during the same academic year.

Distance education courses will contribute an equal credit load as their on-site counterparts and will not bear special indication of their delivery mode on transcripts.

First-time offerings of a distance course will be allowed to run with low enrollment.

Maximum enrollment in a distance course will be determined by the Division Chair and instructor, but will not be greater than 20 students.

The following table suggests degrees of the extensiveness of preparation to use as guidelines for pay or release time to develop and/or design distance learning courses. It is expected that faculty members will meet with the Division Chair to determine the level which is appropriate for the effort. All release points will be approved by the Vice President of Learning.

## Levels of Course Development and Preparation

<p><b>Level 1–Extensive</b></p> <p>Represents an extensive and substantial preparation of textbook-like material that explains the subject matter and further develops and fits the course materials into a Distance Learning mode.</p>	<p><b>Compensation</b></p> <p>Course load reduction of a minimum of 2-credit hours up to a maximum of 8 credit hours. Typical release time would amount to double the credit worth of the class.</p> <p><u>or</u></p> <p>Payment of the appropriate credit worth times the adjunct/overload rate in effect at the time.</p>
<p><b>Level 2–Intensive</b></p> <p>Represents an effort to put a class previously taught by an instructor into a distance learning mode. Requires intensive work for written correlation of a study guide with other materials and demands a lot of original effort.</p>	<p><b>Compensation</b></p> <p>Course load reduction of the credit hour worth of the class being designed in the semester before the class is offered.</p> <p><u>or</u></p> <p>Payment of the credit hour worth of the class times the adjunct/overload rate in effect at the time.</p>
<p><b>Level 3–Moderate</b></p> <p>Represents an effort that requires moderate supplementary explanations and written correlation of course materials.</p>	<p><b>Compensation</b></p> <p>Course load reduction of half the credit hour worth of the class being designed in the semester before the class is offered.</p> <p><u>or</u></p> <p>Payment of half the credit hour worth of the class times the adjunct rate in effect at the time.</p>
<p><b>Level 4–Minor Adaptation</b></p> <p>Represents an effort which requires some correlation of course materials for the delivery mode. Does not require large blocks of time in advance of delivery of the course.</p>	<p><b>Compensation</b></p> <p>Course development falls within the range normally expected for faculty curriculum development and no additional compensation will be given.</p>

## Intellectual Property

Instructors and administrators at Eastern Wyoming College are concerned about the ownership of intellectual property. This becomes an issue when courses are developed and delivered through distance education mediums where student activities and assessments are developed to take best advantage of the delivery medium, and where originally composed instructional materials must be put into a fixed form and made available for student use. College resources may be invested in the development and production of those materials; therefore, it becomes necessary to delineate the ownership of the intellectual property. The primary concern regarding ownership has to do with allowing another instructor to deliver the course without having to re-design it. A secondary concern is the inability to control reproduction of instructor materials by students.

One related EWC guideline is the “right of first refusal.” This entitles the original instructor who designs and delivers the course to have the right to continue to teach that course if he/she chooses before it is offered to another instructor to teach, pending approval by the Vice President for Learning.

Additionally, EWC has developed guidelines for compensation for faculty members to develop distance learning courses. Although EWC does not pay anything for the design of new courses offered in the traditional classroom, the purpose of compensation for distance learning courses is to encourage the development and subsequent delivery of courses identified as important by the Distance Learning Committee for EWC students. This compensation further recognizes the extra time required to put originally composed instructional materials into a fixed form. This implies the expectation that the course will be delivered and taught for many subsequent semesters as part of the regular teaching load of the designing faculty member or some other instructor. Intellectual property rights should not be so restrictive that delivery of the course by another instructor would require more than moderate (level 3) redevelopment of the course.

To address the primary concern, which is the protection of an instructor’s originally composed instructional materials; a contract will be negotiated between the instructor and the college in order to clearly assign copyright of intellectual property. Regarding the secondary concern, which has to do with the right of distribution of materials, such a contract should include statements indicating that access to those materials will be restricted to students enrolled in the course and available for only a limited time.

**Contract for Development and Delivery of Distance Learning Course**

This contract grants the “right of first refusal” to the instructor who develops a distance learning course. This entitles the instructor to have the right to continue to teach that course if he/she chooses before it is offered to another instructor to teach, pending approval by the Vice President for Learning.

This contract affirms that originally composed instructional materials produced by the instructor in developing and delivering a distance learning course will not be considered a “work for hire,” and are therefore owned by the instructor. The college will not make such materials available to other instructors or sell such materials without negotiation with the instructor who develops a distance learning course. A list of examples of such materials includes but limited to are:

- Lectures notes
- Review or study questions
- Essay assignments
- Tests
- Learning aids
- Explanatory material

This contract affirms that course design, including objectives, learning activities, and student assessments; and delivery mechanisms, including web page design, audio, video, and multimedia production, and graphic and animation production, which have been developed by Eastern Wyoming College, are owned by the college. The instructor will not make such materials available to other instructors or sell such materials without negotiation with Eastern Wyoming College.

This contract affirms that Eastern Wyoming College will make instructional materials available only to students properly enrolled in the course for the duration of the course and for a reasonable time period after the course is completed.

Development of this course qualifies as:

- Level 1-Extensive
- Level 2-Intensive
- Level 3-Moderate
- Level 4-Minor Adaptation

In consideration for development of this course, the college agrees to:

- make payment to the instructor.
- authorize a course load reduction for the instructor.

\_\_\_\_\_  
Instructor Signature

Date

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

Date

\_\_\_\_\_  
Vice President for Learning Signature

Date

Name & Number of Course		Development Semester	
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## Copyright

Copyright is protected by the US Constitution. Use of copyrighted materials by educational institutions is further guided by the 1976 Copyright Act, which introduced the concept of “Fair Use,” and by the 2002 TEACH (Technology Education and Copyright Harmonization) Act, which provides for the distribution of digital media. Instructors and administrators are encouraged to consult the full text of copyright law with regard to fair use and digital media distribution, but the following summary points should aid in decisions regarding use of copyrighted materials for educational purposes.

A copyrighted work should be used interactively as part of a class assignment. It should not be an entertainment add-on or passive background/optional reading, listening, or viewing. Avoid use of pirated works, or works where you otherwise have reason to know the copy was not lawfully made.

Adequate display of original copyright indications or a reference citation for the use of copyrighted works is included in teacher- or student-made productions.

Resources obtained from the Internet may not be reposted to the Internet without permission. Links to such works can be posted and is highly encouraged in distance delivery.

**Fair Use**

<b>Medium</b>	<b>Use Without Specific Permission</b>
<p><b>Printed Material</b>            Up to 250 words of poetry excerpt            Entire articles, stories, or essays less than 2,500 words            10%~1,000 word excerpt from longer works            One illustrative object from book or periodical issue            Two pages (maximum) from an illustrated work less than 2,500 words            Maximum five images by a single artist or photographer            10%~15 images from a collection            Up to 10% of a musical score</p>	<p>Teachers may make multiple copies for class use, and incorporate into multimedia for instruction.            Students may incorporate into multimedia projects.</p> <p><b>NOTE:</b> “Consumable” printed materials, such as workbooks, may <b>not</b> be copied.</p>
<p><b>Distributed Still Media</b> (ie. Internet)            Digital images            Digital text</p>	<p>Teachers may incorporate into multimedia for instruction.            Students may incorporate into multimedia projects.</p>
<p><b>Audio &amp; Video for listening/viewing</b>            Complete works on lawfully acquired physical distributions            Live broadcasts            Full/partial recordings of broadcast programs</p>	<p>Teachers may use these materials in the classroom for instruction (not entertainment).            Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.            Tapes of broadcast programs may be retained a minimum of 10 school days without further permission.</p> <p><b>NOTE:</b> Cable programs require permission.</p>
<p><b>Audio &amp; Video for multimedia integration</b>            From lawfully acquired physical distributions or digital acquisitions from distributed media (ie. Internet)            10%~30 seconds musical composition            10%~3 minutes video work</p>	<p>Teachers may incorporate into multimedia for instruction.            Students may incorporate into multimedia projects.</p>

Other uses of the above media typically require specific permission from the copyright holder (usually the publisher). Verbal permission is acceptable, but written permission should be sought and kept on file.

## The TEACH Act

Avoid use of commercial works that are sold or licensed for purposes of digital distance education. Generally limit use of works to an amount and duration comparable to what would be displayed or performed in a live physical classroom setting.

TEACH does not authorize the digital transmission of textbooks or course packs to students.

Supervise the digital performance or display, make it an integral part of a class session, and make it part of a systematic mediated instructional activity.

Use software tools provided by the institution to limit access to the works to students enrolled in the course, to prevent downstream copying by those students, and to prevent the students from retaining the works for longer than a "class session."

Notify the students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder. See the copyright notice below.

Limit access to copyrighted works only to students officially enrolled in the course in which they are used.

Do not interfere with or disable existing copyright management technologies employed by the copyright holder.

Institutions may retain (store) copies of copyrighted works in digital formats provided they are accessible only during delivery of a course.

Dramatic and audiovisual works may be performed/displayed according to the time limitations listed in "Fair Use."

Analog materials may be converted to digital formats according to the quantity/time guidelines of "Fair Use" or if digital formats are not available or are technologically protected from partial copying.

## The TEACH Act Copyright Notice

The following statement should be included in the course syllabus and appear near links which provide access to copyrighted material.

***The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.***

## Summaries derived from:

(2003). "TEACH Act Guidelines." ([www.lib.ncsu.edu/scc/legislative/teachkit/guidelines.html](http://www.lib.ncsu.edu/scc/legislative/teachkit/guidelines.html)). *The TEACH Toolkit: An Online Resource for Understanding Copyright and Distance Education*. North Carolina State University Libraries, Office of Legal Affairs, & DELTA: NC. [viewed 5/9/03].

Crews, K. D. (2003). "New Copyright Law for Distance Education: The Meaning and Importance of the TEACH Act." ([www.ala.org/washoff/teach.html](http://www.ala.org/washoff/teach.html)). *Distance Education and the TEACH Act*. American Library Association: Chicago, IL. [viewed: 5/8/03].

Davidson, H. (2002). "The Educator's Guide to Copyright and Fair Use." *Technology & Learning*. CMP Media LLC: San Francisco, CA. October 2002. [see also: [www.techlearning.com](http://www.techlearning.com)]

## Support Services

### General Support

Phone access to EWC staff: 800-658-3195, 866-EASTWYO, and 532-8200  
Eastern Wyoming College website: <http://ewc.wy.edu>

### Advising & Registration

Site visitation by Associate Dean of Instruction and other advisors  
Outreach Site Coordinators  
Telephone registration through Outreach: 877-392-4678 and 532-8220  
Online student information services (LancerNet)

### Learning Skills Lab

On-site tutoring in outreach areas  
E-mail-a-tutor ([tutor@ewc.wy.edu](mailto:tutor@ewc.wy.edu))  
Phone-a-tutor (866-392-3478 and 532-8386), FAX-a-tutor (532-8383)  
ADA Accommodations  
Developmental studies preparation

### Financial Aid

Online application for financial aid and FAFSA  
Telephone and e-mail consultation: 532-8224

### Counseling & Testing

Compass and TABE testing at all outreach sites  
On-site visitation by appointment  
Telephone and e-mail consultation: 532-8214

### Library & Information Retrieval

Statewide WyLD online catalog  
Online interlibrary loan request form  
Telephone reference service: 532-8210  
Support through local county libraries  
“Ask a Librarian” e-mail service (address?)

### Bookstore

“Personal Shopper” for outreach students through outreach coordinators  
Early sales of textbooks prior to semester start  
Credit card sales accepted via telephone: 532-8240

### Technical Support

Technical orientation letter sent to all students  
Telephone assistance from 8:00 am to 5:00 pm, weekdays: 532-8284  
E-mail assistance response within 24-hours, weekdays ([abahmer@ewc.wy.edu](mailto:abahmer@ewc.wy.edu))  
Elective Distance Learning Orientation course HMDV 1025, 1 credit