



Telecourse Faculty Guide

For further information, contact:

Cynde Leathers
Lane Community College
Distance Learning
4000 East 30th Avenue
Eugene OR USA 97405
Phone (541) 463-560
Fax (541) 463-3974
leathersc@lanecc.edu
Website <http://lanecc.edu/distance/>

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**LANE COMMUNITY COLLEGE
DISTANCE LEARNING**

Dear Distance Learning Faculty Member:

Welcome to Lane Community College's Distance Learning Program!

Your participation in distance learning will help us make a college education accessible beyond the walls of our traditional campus classrooms into the homes and work sites of residents within our service district and beyond.

Distance learners are as interested in the academic quality of our offerings as they are in the convenience of our instructional delivery methods. It is the knowledge, expertise, high academic standards and caring attitude of our faculty that provide the excellence our students expect and deserve.

Please don't hesitate to contact me if you have any questions, suggestions or concerns. We hope that this manual answers many of your questions and sparks some new ideas that you may want to implement. We look forward to working with you in making your distance learning course a rewarding experience for both you and your students.

Best Wishes from the Distance Learning Staff,

Cynde Leathers
Distance Learning Coordinator

Dean Middleton
Multimedia and Video Specialist

Audrey Mills
Administrative Specialist

Randy Painter
Television Control Operator

PHILOSOPHY AND MISSION

Distance Learning is an integral part of the college's Information Technology division and provides coordination and support of delivering instruction via technology. Distance Learning courses differ from on-campus courses by the method in which the instruction is delivered. Distance learning reaches across instructional boundaries due to the broad curricular range of courses offered at a distance.

The mission of Distance Learning is to provide quality college credit courses and instructional programming delivered via technology. The convergence of computer, video, and communications technologies provide us with vast opportunities for designing and delivering rich instructional programs.

This department is responsible for the coordination of credit telecourses, online courses, live interactive courses, workshops, and training sessions delivered via cable television, satellite, IP Video, the Internet, and Instructional Television Fixed Service (ITFS microwave). Distance Learning is committed to working with instructional divisions to provide a broad based curriculum that allows students to earn the Associate of Arts Oregon Transfer Degree (AAOT) via courses that are taught using distance learning delivery systems. Lane's Annual Distance Learning AAOT Degree Schedule is posted and kept current on our website.

The policies and procedures in this manual are based upon certain assumptions:

Traditional on-campus courses do not meet the needs of all students. Some people, due to work schedules, family commitments, etc., are better served by alternate approaches.

Faculty are essential to the success of distance learning at Lane Community College and are responsible for the academic quality of the distance learning experience, and function as facilitators, coaches, and tutors for distance learners.

Distance Learning at Lane Community College is student centered and student focused. Policies and procedures are designed to meet student needs and promote student success.

Distance learning courses are not an easy way out for students. Learning objectives for distance learning courses are designed to be the equivalent in terms of content of the same course taught on campus, and students must be motivated and organized to complete these courses independently and successfully.

Distance learning courses are not an easy way out for faculty. In a traditional classroom-based course, faculty provide 150 minutes per week of in-class teaching. In distance learning courses, faculty should devote this same amount of time per week to student interaction. Faculty must be willing and able to communicate with students via e-mail, telephone, fax, and personal conference. Faculty are encouraged to develop a website to accompany their telecourse. Moodle is the college supported learning management system. Contact a faculty webmaster at online@lanecc.edu to get started with Moodle.

DISTANCE LEARNING AT LANE

What is Distance Learning?

Distance Learning is a system and a process that connects learners with distributed learning resources. While distance learning takes a wide variety of forms, all distance learning is characterized by:

- Separation of place and/or time between instructor and learner, among learners, and/or between learners and learning resources.
- Interaction between the learner and the instructor, among learners, and/or between learners and learning resources, is conducted through one or more media; use of electronic media is not necessarily required.

Distance Learning at Lane:

- Offers between 17-25 telecourses, 25-30 online courses and 3-17 live interactive courses every term.
- Makes the Associate of Arts Oregon Transfer (AAOT) degree available via distance learning courses.
- Has developed an annual course schedule to assist students in planning their course of study.
- Originates and receives IP videoconferences and satellite delivered teleconferences.

Modes of Distance Learning course delivery currently offered by Lane:

- **Telecourse** - a coordinated learning system based on a series of videotaped programs, supplemented by printed materials, and supervised by an assigned instructor. Telecourses are usually licensed from national producers.
- **Online Courses** - courses delivered via the internet. Students must have access to the internet, an email address, a web browser and specific hardware and software to participate in the course and for interaction with the instructor and classmates.
- **Live Interactive Courses**- students participate either by attending class on-campus or by viewing the class on cable TV off campus. Students register for their preferred option. Some live interactive courses originate from the main campus and are sent to our outreach centers.

DISTANCE LEARNING STUDENT INFORMATION

Historical Background

With 8,013 enrollments and 612 FTE generated in distance learning courses during 2005-2006, Lane Community College's distance learning program is the third largest in Oregon. Lane offered its first telecourse spring term of 1979. The course was Consumer Education and 24 students enrolled. Since that term we have generated 50,000 enrollments in telecourses and online courses. Over the years our telecourse students have assisted us in gathering statistical information by completing evaluations forms. The following information and approximate percentages have been derived from these completed student surveys. Our student profile is very similar to statistics reported on distance learners throughout the nation.

Student Profile

- Most telecourse students are female (70%).
- Most are between the ages of 18 and 45.
- Approximately 37% are full-time employed, 33% part-time employed, and 45% are part-time students.
- Timing and flexibility are extremely important (45% said they would not have enrolled in the course if it had only been offered as a traditional on-campus course).

- Telecourse students are self-motivated, goal oriented and 75% are seeking a college degree.
- The most important reason given for enrolling in a telecourse is that on-campus classes conflicted with work (39%). The next reason cited was because personal schedules conflicted with on-campus schedules (24%). Other reasons include transportation and child care limitations.

Student Reactions

- Over 90% were satisfied with the educational value of their telecourse.
- 88% said they would enroll in another distance learning course.
- 79% stated that they would be interested in taking a course delivered or supplemented via computer delivered instruction.
- Approximately 86% find telecourse to be equal to or more difficult than traditional on-campus courses.
- 45% would not have enrolled if it had been offered only as a traditional on-campus class.

Reasons for Enrolling in Distance Learning Courses

- Convenience: Distance learners work shifts, part-time jobs, travel for their jobs, have family responsibilities
- Degree Competition: Most distance learning students are working toward completing a degree and are unable to attend traditional on-campus courses due to family or professional responsibilities
- Course Availability: On-campus classes were full, offered at an inconvenient time, or not offered

TELECOURSES

What is a Telecourse?

A telecourse is an integrated learning system that employs videotapes and accompanying print materials, usually a textbook and a student study guide. The telecourse is specifically designed to involve a variety of learning strategies to provide a complete educational experience and allows students to complete courses at a time and place convenient for them. Each lesson is designed in accordance with specific goals and objectives of the subject matter. Components of the telecourse include: video programs, faculty handbook, a textbook, a student study guide, examinations, and interaction between the student and instructor through optional on-campus sessions (sessions can be televised via cable TV), email, telephone, an accompanying web component or personal face-to-face contact.

General Course Structure

As the faculty member instructing the course, you will have considerable flexibility in adapting the telecourse to meet your instructional goals. You will find it helpful to review the instructor's manual that accompanies most telecourses. This manual provides you with complete information about the course, suggested options to build into the course, and a complete test bank for examinations. Become familiar with the assigned textbook, the student study guide, and video programs that accompany the course. The primary goal is to provide a good learning experience for your students and to enjoy a satisfying experience yourself, as the instructor.

TELECOURSE FACULTY RESPONSIBILITIES

BEFORE THE TERM BEGINS - PREPARE YOURSELF - KNOW THE COURSE

Being a distance learning instructor requires as much careful preparation as any other course, although your responsibilities will not be exactly the same as for your on-campus classes.

View the Video Programs

DL will provide you with a complete set of the telecourse programs to review before the term begins. Please return this set of videos before the term begins. Become familiar enough with the course to answer student questions. Using telecourse programs in the classroom with your on-campus students is strictly prohibited as it violates the contractual agreement between Lane Community College and the video distributor. There are a few exceptions to this rule so please check with the DL coordinator about specific courses.

Review Other Course Materials

DL will provide you with a telecourse faculty manual, suggested accompanying textbook and study guide, test bank, and other related materials available from the telecourse producer. Please review all accompanying course material and familiarize yourself with the global and specific objectives, the textbook, the lesson summaries, and the required and optional assignments.

Fit the Course in the Curriculum

Determine the course number, number of credits, any prerequisites, and the AAOT Degree requirements the course will meet. Please share this information with the DL coordinator so successful promotional efforts can be developed.

Meet with the Distance Learning Coordinator

At the beginning of every term, you will need to meet with the DL coordinator to discuss the details of your course. Please inform the DL coordinator as to what print materials you want ordered for your telecourse. DL is responsible for textbook requisition forms and will submit

them to Lane's bookstore. We will need to discuss and review the television schedules, viewing location options, orientation session date and location, expected enrollments, optional discussion sessions, testing schedules, student support services available, closed captioning for the hearing impaired, library hours, additional fees for DL courses, administrative withdrawal dates, and other details unique to your course. You may also be interested in discussing the various ways LCC obtains and utilizes telecourse and online programming. Information on campus-wide technology support is also available.

Text Orders

The DL coordinator will place book orders for all telecourses. A text price list will be provided to you at your orientation. Distance Learning will place one copy of all required texts for your course on reserve in the library for 2-hour in-house use. All textbooks and other required course materials will be available for purchase at the on-campus bookstore. DL students may order books using VISA/Mastercard. For details, students should call the LCC Bookstore, (541) 463-5256.

Consider Developing a Web Page for your Telecourse. (See page 2)

Prepare the Course Syllabus.

Composing the syllabus is your responsibility. Print your syllabus using your instructional department's regular process. The participating instructional department is responsible for the printing costs. The syllabus must be printed at least one week prior to the beginning of the term. Print as many copies as needed to meet the maximum class size you and your department chair have agreed upon. You will distribute your syllabus at your orientation. Please send your syllabus as an email attachment to Audrey Mills. If you have additional materials that you include with your syllabus and cannot send them via email, please provide a paper copy. DL will print and pay for copies of your syllabus and send them to the Cottage Grove and Florence Centers before the start of classes. In addition DL will provide copies to the Bookstore to sell for \$1 to students who are unable to attend your on-campus telecourse orientation session. Audrey will also post your syllabus or post a link to your website, if you have one, on the Distance Learning website.

All telecourse syllabi must include:

1. College's complete mailing address
2. Sponsoring Instructional Department's name
3. Course Title/Course Number/Course Registration Number
4. Term course being offered
5. Instructor Contact - name, phone, email address, mailing address, FAX number, office hours and location
6. Required Texts and Materials - complete title, author, edition and ISBN
7. Complete Course Description
8. Course Learning Objectives
9. Grading Criteria
10. Instructor Contact - How and When
11. Environment for Viewing Telecourses - including where (i.e. library, check-out tapes/DVDs, outreach centers, video and streaming rental options) when (cable TV schedules), and tips for success
12. Withdrawal Procedure - check with instructor if student needs assistance
13. Exams - date, time, location (use complete building names), grading scale
14. Optional Review and Discussion Sessions - date, time, location (classroom or live via Cable TV)
15. American Disability Act Statement
16. Information specific to students at outreach centers including tape viewing options, exam procedures including dates, times and grading details

17. Student Assignment Calendar - weekly list coordinating readings with video
18. Television Viewing Schedules - Comcast Channel 23, Charter Communications Channel 9 - provided by DL
19. Detail Sheet (updated each term)
 - Important Dates - e.g., holidays, last date to drop, last date for schedule changes, etc.; Administrative Withdrawal Policy; DL Department location; Grade Reports – directions for student access to grades at the end of the term; Library hours; Telecourse viewing locations; Student Activity Fee & Photo I.D Information; Bookstore hours; library services; Internet and Computer Access; Social Science Testing Lab Hours (available for Social Science courses), Library MV Numbers to access videos.

INFORMATION TO CONSIDER WHILE PLANNING YOUR COURSE

Help the Student Get a Good Start. The telecourse student needs special help from you. Since he/she will not regularly have the benefit of interaction with you and classmates in a group, they will rely heavily upon you to inform them about procedures and requirements. At the same time, they may be reluctant to ask questions. You can help by reaching out to the student through phone calls and written correspondence (postcards, letters, progress reports). Telecourses are demanding. Consequently, it is easy for students to get behind. Just as in other college courses, you are the key factor for student success. Many students will look to you for help; others will drop out if you do not reach out to them. Keeping up with the course and with student progress is crucial.

On-Campus Visits

Students should not be required to come to campus more than 5 times each term (including the orientation session). When scheduling testing times, please provide at least two testing sessions for each exam, perhaps one in the afternoon and another in the evening the following day. Every telecourse must require at least two exams--a midterm and a final. More exams may be included; however you are encouraged to adhere to the limit of 4-5 required visits to campus. Some Instructional Divisions operate testing labs for their courses. If your division has such a testing lab, please utilize it. If the hours of operation are limited you may also want to schedule additional testing sessions that you will schedule and supervise. If you do not have access to a testing lab or if you are interested in transferring your paper pencil test to online, contact the DL coordinator.

Many students become motivated by having the opportunity to attend discussion sessions. Students need to feel that they are a part of the college. For those students who cannot or do not wish to attend, seminars or discussion sessions should be made optional. Using DL's Studio/Classroom (Bldg19/Rm257) for your discussion sessions is an option you may want to consider. This option allows students to attend the session in the Studio/Classroom or view live via Cable TV. A videotape of each session will be made and put on reserve in the library for students to view at their convenience. Contact the DL coordinator if you are interested in this option. In addition, it would be helpful to send printed summaries of the content discussed to those who don't attend and post to your website.

Tuition and Registration

Tuition for telecourses is charged at the same rate as on-campus classes, \$69.50 per credit hour, plus a \$3 per credit technology fee, \$5 transportation fee, and \$25 telecourse fee. Students register for telecourses just like they do other credit courses, online via ExpressLane. New students and students who have not attended Lane for over a year must first complete an admission application form which is available online, at the LCC Downtown Center and on the main campus at Enrollment Services.

Telecourse Viewing Options and Availability

- All telecourses will be cablecast over Comcast Cable Channel 23 and Charter Communications Channel 9. Programming originates from our main campus. Comcast is available to subscribers in Eugene, Springfield, Junction City, and Harrisburg. Charter Communications reaches the communities of east Springfield, up the McKenzie River south along I-5 down to Drain.
- All telecourses will be available for viewing in the LCC Library on the main campus during the library's regular business hours. There are 12 sets of tapes and/or DVDs of every telecourse available for one-week check out at no charge from the LCC library. The DL coordinator will inform you as to which telecourses will be available for viewing at the outreach and downtown centers.
- Complete sets of tapes/DVDs for most telecourses may be rented by students for the entire term for \$55 (plus shipping). Video streaming is also an option for most courses for \$35 per course.
- College by Cassette Courses: Producers of several of the telecourse we utilize have discontinued broadcast rights which allowed us to air the telecourse on television. In these unusual cases, we have made complete sets of videotapes for enrolled students to check-out for use during the entire term.
- Lane's Cottage Grove and Florence Outreach Centers have the option of offering telecourses through their centers so you may have a limited number of students registered there. These students will be registered under different registration numbers than those in your on-campus telecourse section. Students enrolled in Cottage Grove and Florence sections will be oriented, view videotapes, and take exams at the outreach center where they are enrolled.

Administrative Withdrawal

DL students must obtain the telecourse syllabus and complete a blue student information card before the end of the first week of the term, or you will need to administratively withdraw them from your course. The syllabus and blue cards are available at the orientation session. Students who are unable to attend the orientation session may purchase the syllabus for \$1 and turn in the blue card at the college Bookstore. We will deliver blue cards collected in the bookstore to your mailbox on Friday afternoon of the first week of classes. You will need to administratively drop any student you do not have a completed blue card for at the end of the first week of classes. Please call Distance Learning to check if we have any completed blue cards before administratively withdrawing a student.

During the second week of classes Distance Learning will send you blue cards received from the Cottage Grove and Florence Centers. Cottage Grove and Florence will be responsible for dropping students enrolled at those centers who do not fill out a blue card before the end of the first week of classes.

Students Taking Telecourses "At a Distance"

You may have students enrolled in your course who live outside our local area, possibly in another state or country. You will need to give some thought to how to accommodate those students if they cannot travel to the campus. These students will need to either rent videos or purchase streaming access to view the programs, order books from the Bookstore, and find an exam proctor.

If your exams must be taken in a proctored environment, Distance Learning provides guidelines at www.lanecc.edu/distance/testing.htm to help students find a suitable proctor. We require students to send us a completed "proctor form" signed by the proctor. We will forward a copy of the proctor form to you. You can then send your exam and instructions for the proctoring the exam to the proctor. Most exams and instructions can be sent via email or fax.

Orientation Schedule/Welcome Letter

Distance Learning publishes a schedule of Distance Learning course orientations every term. The orientation schedule, also known as the welcome letter, is mailed to students who are registered in an online course 10 days before the beginning of the term. The Distance Learning brochure lists orientations for all telecourses and is available outside room 253 in building 19 and at various locations on campus. The orientation schedule and Distance Learning brochure are both available online at www.lanec.edu/distance. And finally, beginning about one week before the first day of the term, when a student registered in any Distance Learning course logs into ExpressLane, they will see a message alerting them to check the online Distance Learning Orientation Schedule.

Student Activity Fee

Students who are only enrolled in distance learning courses (no on-campus courses) are not charged the ASLCC student activity fee. DL students who wish to check materials (videotapes/books etc.) out of the main library need to show photo ID.

DURING THE TERM

Conduct Your Student Orientation Session

It is your responsibility to plan and conduct an informative orientation session. The telecourse coordinator will schedule the room, date, and time convenient for you. You also prepare, print and bring copies of the syllabus with you to the orientation. All orientation sessions will be held during the first week of classes in the evening. Saturdays are also an option.

Research shows a high correlation between attendance at the orientation session and successful completion of telecourses. The welcome letter has been effective in generating attendance at the orientation session.

Blue Student Information Card

Have students fill out the blue student information card at the orientation session and when you meet with enrolled students in your office. The cards provide an excellent way to take roll at orientation and collect data about each student. The cards are provided by the DL coordinator. You will collect and keep the blue cards. At the end of the first week of classes, compare the blue cards to your official class roster. Administratively drop any students who have not completed a blue card.

Course Title _____ Term _____.
As your instructor, I may be contacting you throughout this term. Please provide the following information to help me communicate with you more effectively.
NAME _____.
L # _____.
ADDRESS _____.
CITY _____ ZIP CODE _____.
HOME PHONE _____.
Best hours to call _____.
E-Mail Address _____.
WORK PHONE _____.

Introduce Yourself and the Course

Be sure to introduce yourself and describe your role. Tell the students your office number and location and hours, your email address, campus phone number and encouraged them to contact you with any questions they may have.

Make sure you have plenty of copies of the syllabus to distribute at the orientation. Explain the course objectives, course details and some of the highlights of the course. Walk students through the syllabus. You may want to prepare a short lecture about your subject and a bit about your background. If your telecourse has an online component, advise students how they can access your website.

Describe What it is Like to Take a Distance Learning Course.

First, the good news--the advantages: flexibility; convenience; economy in time, child care and travel; opportunities for making-up and reviewing lessons. Then the bad news--the disadvantages: the extra self-discipline required, lack of immediate feedback about questions or required work, reduction in student-to-teacher and student-to-student contact. It is important to dispel any myth the student may hold that a course on television is easier than taking a course on campus. Encourage the students to establish viewing schedules and proper viewing environments. Lounging around and chatting with the family or friends is not the way to absorb television lessons. Although small groups may profitably view the lessons together, the students should not try to discuss the concepts until the program is over.

Explain the Course Elements

Explain that taking a telecourse requires much more than just watching a series of excellent television programs. Explain each course element:

Video programs
Television Viewing schedule
Study guide lessons
Lab manual (if appropriate)
Lab sessions (if appropriate)
Due dates for assignments
Textbook
Reading assignments
Tests (dates, places, times, types)
Campus instructor, where and when you are available
Evaluation

Explain the Study Sequence

A series of steps should be followed to complete each lesson successfully. The student should be encouraged to follow this schedule:

1. Read the study guide.
2. Read the learning objectives in the study guide.
3. Define the vocabulary terms. Do not sell this portion of the lesson short. It may be time consuming, but it will make the whole lesson much easier to complete.
4. Read the textbook study questions.
5. Study the reading assignment in the textbook and in the study guide (if appropriate).
6. Answer the textbook study questions.
7. Read TV study questions in the study guide.
8. View the videotaped programs.
9. Complete the answers to the TV study questions.
10. Take the post test in the study guide (if appropriate).

Communicate Regularly With Your Students

Telephone/Fax/Email

Be available to your students. Keep the office hours published in your syllabus. You will probably have a good deal of your contact with students via email and telephone. It is very important that you keep your office hours faithfully so that you are available when your students try to contact you. Return emails and phone calls promptly. Telephone tag may seem a nuisance but all telephone calls do need to be returned. If you are using the college voice-mail system or an answering machine at home, change your message to include a request that all distance students leave a name, number, and best time to call. Try to make telephone contact with each of your students during the first two weeks of the course and with students who are falling behind, while they can still catch up. If you have access to a fax machine you will want to share the number with your students. If you do not have access to a fax machine you may use Distance Learning's fax machine (541) 463-3974.

Personal Interview

Some students will want to come in for personal conferences in your office. It is important to publicize and maintain on-campus office hours for this purpose. It is preferable to have at least 2 hours of office hours a week. Another contact may be an optional on-campus group discussion session. It's your choice. You may see more of your students at these meetings than at any other time, except possibly at the orientation and exams if you do not use a testing lab.

Stay In Touch With the Distance Learning Department

Please call DL with any problems, questions, or ideas you may have concerning your course. Always let DL know about any irregularities or unforeseen situations that may arise during the term. Consult with DL before deviating from your syllabus. Your students may contact us if you don't follow your syllabus, if they can't reach you, and we will not be able to clarify or explain any necessary changes if we don't know about them first.

Prepare Examinations

As the instructor, you are responsible for the design and development of testing materials. Most faculty require 3-4 secure exams per course. Try to test information from the text, study guide, videos and any other course components required in your syllabus. Ensure that your exams are word processed and well formatted. If you are interested in posting your exams to an online testing system, Lane uses Moodle. Contact the DL coordinator. If your exams are paper/pencil, your instructional division is responsible for the printing costs of the exams and you'll need to be sure to meet printing deadlines. You are also responsible for setting exam dates and reserving locations. You are required to monitor tests, unless your division has a testing lab. If you are not using a testing lab, please schedule at least two sessions for each test, preferably a day and an evening on different days of the week. It is very important that the dates, times, and locations for all exams are scheduled in advance and clearly stated in your syllabus. Please call Curriculum and Scheduling at ext. 5367 to reserve classrooms for testing or contact your instructional department administrative specialist for info about reserving classrooms.

Provide Feedback to Your Students

Written Correspondence

A welcome letter has already been discussed. In addition, you need to send a progress report after each test if your exams aren't online. Grade all tests and return test results to students within seven working days of test date. Grade/review all assignments and send prompt feedback to students. All grades must be mailed in sealed envelopes. If you have students enrolled in DL courses through the Cottage Grove and Florence Centers, do not wait to receive their results before grading on-campus DL student exams and assignments.

If you would like to send students cards, letters, or materials throughout the term, it is your responsibility to prepare them. Distance Learning has several examples of what other faculty have developed. Mailing labels will be provided by DL during the third week of classes. Your instructional division is responsible for the postage.

Reporting and Recording

Although every instructor has to be concerned with keeping accurate records, this part of the telecourse instructor's job is especially important and time consuming. You will most likely have more students than you would have in an on-campus class. It is especially important that you keep full and complete records of all student contact, activities, progress, deficiencies, and successes so that you can help the student appropriately and evaluate the student's work fairly.

Keep track of students who call on the phone or come by for personal conferences. You may want to use the back of the blue student information cards that students to complete at the orientation session to record contact with students.

Be very particular about recording test scores and other data that is used in the final assessment of the student's work. Be prompt in informing students of their test scores. Grades and test results must be sent in sealed envelopes within 7 school days.

Assign Final Grades

Please be sure to assign and post grades for all of the sections (including Cottage Grove and Florence) of your DL course BEFORE you leave campus for the upcoming break. Sometimes there is a delay in receiving exams and class assignments/projects from the outreach centers. If this occurs, call DL and we will contact the outreach center and do whatever it takes to get the materials to you ASAP! Please don't leave campus without completing your grading. Remember that if your grades are submitted late, all of your students will not receive grades and if they are on Financial Aid, their status may be in jeopardy.

[Distance Learning Telecourse Survey](#)

At the end of each term, students enrolled in telecourses have the opportunity to respond to the Telecourse Survey. The survey is available when a student logs into ExpressLane. The survey is not an instructor evaluation, but rather an instrument to collect Distance Learning student demographics and to evaluate the telecourse delivery method.

AFTER THE TERM ENDS

Mail students final test results and any completed projects or papers before leaving for the break. Be prepared to respond to any student appeals.

A Final Note

The success of a distance learning course depends, to a large extent, upon you and how you present it. The basic components of the telecourse provide you with the basic foundation; your imagination and creativity can create a stimulating and challenging course that will be enthusiastically received by your students. For further assistance with your particular individual course needs, contact the DL coordinator.

SUMMARY OF DL FACULTY RESPONSIBILITIES

These guidelines represent the general responsibilities of a distance learning instructor at Lane Community College. Following these guidelines will increase the likelihood of success for both student and instructor.

The instructor is responsible for assisting enrolled students, evaluating his/her performance, maintaining accurate records of grades and assignments, and for contributing to the improvement of the course.

Reporting to the appropriate division chairperson, the distance learning instructor assumes specific responsibility for such tasks as the following:

- Review all course materials, develop the course syllabus and any accompanying print materials that you feel would enhance the course, and coordinate other instructional materials as required.
- Assist the DL coordinator with promotional ideas for the telecourse.
- Conduct the orientation session. Outline the objectives of the course, specific course assignments and examinations, course materials required, and instructor expectations. At the orientation, students have the opportunity to question the instructor on specific aspects of the course that may be unclear.
- Include an exam or assignment to be due by the end of the 2nd week. This will provide you with a point of contact with your students.
- Organize and conduct review sessions on an "optional" basis. It is generally advantageous to schedule a minimum of 2 optional discussion sessions throughout the course. You may choose to conduct review sessions in the DL studio/classroom. Students can attend in person and the session can be sent out live via cable TV for students to view at home.
- Supervise all test sessions and be available to answer student questions. Please schedule at least two times students may take each exam. If your division has a testing lab that has flexible hours of operation, you may make arrangements with that lab for your telecourse testing. Please keep in mind that students should not be required to come to campus more than 5 times during the term. If your division does not have a testing lab, contact the DL coordinator for options.
- Determine how you will handle exams, drops, withdrawals, and other student requests.
- Evaluate the performance of students, which includes grading tests and assignments, maintain accurate records of student progress, and determine final grades. Inform students how you will notify them of their grades on exams, projects and assignments. Provide prompt feedback to students on their performance on assignments and exams. Exam results and graded assignments must be returned within 7 school days of the exam date or from your receipt of the work. The grading procedure and policy used by the instructor must be communicated to the students in the syllabus and during the orientation session.
- Maintain your scheduled on-campus office hours (day or evening with a minimum of 2 hours per week) in order to be available to students for personal conferences, by telephone or in person. This can be done through letters, announcements, reminders, or the telephone or via computer.
- Respond promptly to student emails, calls and messages. These contacts may need to be returned at times other than during office hours to meet student needs.

DISTANCE LEARNING RESPONSIBILITIES

BEFORE THE TERM BEGINS

Scheduling DL Courses

- Inform instructional department of the availability of pre-developed DL courses.
- Order instructor's manual, text, study guide, tapes and any supplementary materials for faculty to preview and evaluate. The decision to offer a DL course is made by the appropriate instructional department.
- Once a DL course is adopted by the instructional department, meet with the appropriate department/division chair and secure instructor, establish course number/number of credits in concert with designated faculty member.
- Develop schedule of air times, channels, dates and times on Comcast Channel 23 and Charter Communications Channel 9.
- Schedule orientation sessions and reserve rooms.
- Work with divisions to build all DL courses for the class schedule. Includes fee codes, schedule type, location, course and delivery codes and course notes.
- Work with outreach centers to determine which telecourses they will be offering each term and coordinate with the centers to set up separate CRNs.

Marketing and Publicity

- Advertise and promote all DL courses. DL courses are listed according to subject chunks in the class schedule and on the online class schedule both under subject chunks and collectively under a Distance Learning heading.
- Coordinate the design, printing, and distribution of the Distance Learning Brochure each term.
- Coordinate all marketing activities. DL is responsible for marketing and promoting DL and serves as the point of contact with the community and the college regarding all DL publicity and marketing efforts.
- Contact DL with any ideas that will help us market and publicize DL opportunities.
- Provide Counseling staff and Enrollment Services with an informational packet including a current term's DL Brochure, the one-year schedule of DL courses and a copy of the statewide Community College DL Brochure.
- Maintain a character generated bulletin board that airs over Comcast Cable 23 and Charter Cable 9 that promotes all of Lane's DL courses and other courses, programs, and college events as requested by the college.

Textbook Requisition Forms and Course Materials

- Coordinate all textbook requisitions form orders with the bookstore.
- Provide faculty with copies of the textbook and telecourse study guide.
- Order all supplementary materials for faculty. Producers often have telecourse faculty manuals, test banks and other course-related materials for faculty use.
- Research text availability. DL is in regular contact with producers and publishers and will keep current on revisions.
- Obtain copies of textbooks and place on reserve in the library for two-hour, in-house student use.

Telecourse Tape/DVD Acquisition and Distribution

- Provide faculty with a set of telecourse videos (DVD or VHS) for use in designing and teaching the course. These videos must be returned to the DL Department at the end of the course or sooner if possible.
- DL does not provide telecourse videos to faculty for use in classroom based courses because in most cases this violates our contract with the course producers.
- Provide a set of telecourse videos to the library, 12 sets of videos that may be

checked-out for one week from the library, and a set of all telecourse videos that the Cottage Grove and Florence Centers are offering that term.

- Acquire DVC-Pro set of master videotapes for broadcasting over Comcast Cable 23 and Charter Channel 9.

Syllabi Information

- Meet with instructor and provide a course packet. This packet includes a syllabus template if the course is being offered for the first time, TV viewing schedule, syllabus from previous term that the faculty will update, list of important dates, completed text order, copy of the welcome letter, schedule of orientation sessions, and a list of CRNs.
- Serve as a resource to faculty in reviewing draft of syllabus for consistency and accuracy. Proof for typos and omissions.
- DL will post all telecourse syllabi on the DL website at the beginning of each term.
- DL will print copies of each syllabus and take to the bookstore for those students who missed the orientation to purchase for \$1.
- Develop, print, and mail welcome letter to all students enrolled in DL courses the week before courses begins.

DURING THE TERM

Faculty and Student Support

- DL office will maintain office hours 8:30-5:30 daily. Be available via phone, fax, and email.
- Serve as the central point of contact for DL course information.
- Act as a clearinghouse for student questions. DL refers all student questions regarding academic content, course requirements, and grading to the appropriate faculty member, and does not attempt to address instructional or academic content questions. All other student questions regarding college policies and services are either answered by DL staff or referred to the appropriate college office.
- Provide faculty support. The DL Department is proud of its well-deserved reputation of consistently providing prompt, courteous and professional support to our faculty and students. Any requests, questions, or concerns regarding distance learning courses should be directed to Distance Learning.

Class Lists, Student Mailing Labels & Grade Sheets

- Class rosters of distance learning courses, including any sections in Cottage Grove and Florence, will be posted to ExpressLane just like any other courses you are teaching. Please remember that registration for telecourses continues after the end of the regular registration period, and as a result, many of your students may not appear on the initial class lists. Please let DL know if you have any problem getting a class list from ExpressLane ASAP so we can correct the situation.
- Provide student mailing labels to faculty. At the beginning of the third week of classes, after administrative withdrawals have been completed, DL will provide faculty with student mailing labels. These labels may be used to return test results, feedback on assignments, course reminders and updates. You may want to take time to compare one set of labels with the addresses you have on the blue cards. The address on the blue card is probably most current.

Testing at Alternate Sites

Please send telecourse exams to the Cottage Grove and Florence Centers, if your course is offered at those locations. Please email the exams when possible. DL can assist faculty if exams must be mailed or faxed.

Student Surveys

Students have the opportunity to fill out an online survey to provide feedback about the telecourse delivery method. The survey is not an instructor evaluation. Students can access survey through their Expresslane account at the end of the term.

Technical Delivery and Support

Coordinate special repeat cablecasts of telelessons that did not initially air due to technical difficulties.

Planning for Next Term

Begin planning for the next term. DL is always planning for the next term and completing all the tasks outlined above in the "Before the Term" section.

AFTER THE TERM

Student Survey Analysis

Analyze results and share with faculty. DL uses the results in continuous improvement planning.

Return of Faculty Materials

Collect videos and other course materials from faculty who are not teaching the same DL course next term.

Contact Information:

Distance Learning 19/253 <http://lanecc.edu/distance/>

Main Office:

Cynde Leathers	x5260
Audrey Mills	x5368
DL Reception Desk	x5893

Studio/Classroom 19/257:

Dean Middleton	x5319
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Television Control Room Center/Rm16D Basement:

Randy Painter	x5319
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Library Circulation

	x5273
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Bookstore

	x5256
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LCC at Florence

3149 Oak Street

Florence, OR 97439

Contact: Ivy Nelson

Phone: (541) 997-8444 (from campus x4810)

FAX: (541) 997-8448

LCC at Cottage Grove

P.O. Box 96

Cottage Grove, OR 97424-0004

Contact: Mary Gilroy

Phone: (541) 942-4202

FAX: (541) 942-5186