

# *Northeast Alabama Community College*



## Guidelines for Distance Education Instructors

November 2019

## **Nondiscrimination Policy**

No student, employee, or applicant for employment or promotion, shall be discriminated against on the basis of any impermissible criterion or characteristic including, without limitation, race, color, national origin, religion, marital status, disability, gender, age or any other protected class as defined by federal and state law.

Contact persons designated by the president of Northeast Alabama Community College for various concerns are as follows:

Title VI of the Civil Rights Act of 1964 (race, color, national origin):

Lynde Mann, 116 Charles Pendley Administration Building

Title IX of the Educational Amendments of 1972 (gender equity, sexual harassment):

Lynde Mann, 116 Charles Pendley Administration Building

Titles I and V of the Americans with Disabilities Act of 1990:

Leslie Reyes, 109 Student Center

## **Accreditation and Institutional Memberships**

Northeast Alabama Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate Degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Northeast Alabama Community College.

The Associate Degree and Practical Nursing Programs are accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000, Fax 404-975-5020; [www.acenursing.org](http://www.acenursing.org)). The nursing programs are also approved by the Alabama Board of Nursing.

The EMS Community Training Center is accredited by the American Heart Association (7272 Greenville Avenue, Dallas, Texas 75231; 800-242-8721).

The Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). (Commission on Accreditation of Allied Health Education Programs, CAAHEP: 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, (Phone: 727-210-2350, [www.caahep.org](http://www.caahep.org)). (CoAEMSP: 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75088, Phone: 214-703-8445, [www.coaemsp.org](http://www.coaemsp.org)).

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The Medical Assisting Technology Program is approved by the American Medical Technologists (AMT) (10700 West Higgins, Suite 150, Rosemont, IL 60018; 800-275-1268).

The Industrial Electronics program is approved by Electronics Technicians Association International (ETA International) (5 Depot Street, Greencastle, IN 46135; 800-288-3824).

**MEMBER OF:**

Southern Association of Colleges and Schools Commission on Colleges  
American Association of Community Colleges  
Alabama Community College Association  
National Association for Developmental Education  
National League for Nursing  
League for Innovation in the Community College  
Professional Association of Résumé Writers and Career Coaches  
National Institute for Staff and Organizational Development  
National Career Development Association  
NACADA Global Community for Academic Advising

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## **Introduction**

The primary purpose of this manual is to offer guidelines for conducting distance education courses at Northeast Alabama Community College (NACC). The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) states in its Best Practices for Electronically Offered Degree and Certificate Programs, "...the institution assures that each program of study results in collegiate level learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded by the institution, that the electronically offered degree or certificate program is coherent and complete, and that such programs leading to undergraduate degrees include general education requirements." As you are aware, NACC is known for its high-quality courses and programs, and we are all proud to be a part of the national recognition the college enjoys. This high quality is reflected in the distance education courses offered each semester.

Please take a few minutes to become familiar with this information, allow it to be your guide for conducting your distance education classes, and keep it as a future reference tool. Online instruction is hard work and very time consuming but can be very rewarding. We hope that your rewards are great and that this manual will be a help to you as you plan for an effective and rigorous teaching-learning process.

This is to be viewed as a dynamic document that will need frequent revisions as the distance education world advances. Please check the Faculty and Staff menu of the NACC website each semester to make certain that you have the latest version. Should you have any questions or concerns, contact one of the people below.

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## **I. Distance Education at NACC**

The Office of Distance Education/Extended Day is responsible for distance education at NACC. It is the responsibility of this office to ensure the quality of the college's distance education offerings and to provide faculty support for distance education teaching. Under the supervision of the Office of Distance Education/Extended Day, the Technology Learning Center is dedicated to helping students achieve their educational goals by supporting and promoting initiatives that enhance student accessibility and faculty excellence in the distance education environment. The center provides instructional training and course design support for faculty.

## **II. Course Management System**

Canvas, a course management system, is used to deliver distance education at NACC. The Director of the Technology Learning Center provides support and training for students and faculty. Instructors are notified via NACC email when Canvas shells are available for each semester. Instructors are expected to load course shells with content and to review all dates, hyperlinks, images, et cetera, for accuracy before the first day of class. The deletion of expired courses in Canvas is necessary to maintain a manageable database size with consistent speed and performance.

Canvas is hosted on hardware located in the Office of Educational Technology Support and protected by an uninterrupted power supply. In addition to backup measures undertaken by Canvas, the college outsources a backup to a third-party provider. To ensure that current data is maintained, all instructors must archive their Canvas shells on a computer hard drive or on a separate storage device at the end of every semester. It is important to minimize the amount of database information within Canvas to best utilize the space for active courses.

Canvas gives instructors the ability to copy content from inactive to current courses and to archive and export course content to their own local storage. Students who have successfully completed a course no longer need access to the Canvas course. Therefore, it is important to make those courses unavailable to students. Once a course is deleted from the system, all content, including grades, is deleted. Therefore, instructors must download their Canvas Grade Center at the end of every semester.

At the end of the semester, instructors should make their courses unavailable in order to protect course content. If a student is granted an incomplete, it will be the student's responsibility to contact the instructor to gain access to the course. Instructors will have access to course content for one year unless early course deletion is requested by the instructor. The Director of the Technology Learning Center will contact the instructor via email three times prior to the course site being deleted. Notifications will remind instructors that courses will be deleted on a designated date and time and will provide instructions for archiving courses and course content. It is the sole responsibility of the instructor to maintain backups and archives of all courses.



### **III. Institutional Context and Commitment**

NACC recognizes distance education as a delivery system for instruction. Distance education is a formal educational process in which most 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. The goal of these courses is to help fulfill the NACC mission of providing available, accessible, and affordable courses for transfer and career programs for students.

NACC defines a distance education course as one delivered in the following formats:

- Online
- Blended (a combination of online and campus-based instruction)

To be considered for the distance education curriculum, a course must provide 50% or more of its instruction through online delivery. Approval from the Curriculum Committee and Dean of Instruction is required prior to implementation of a distance education course.

#### **A. Policies**

The following policy statements apply to distance education at Northeast Alabama Community College:

1. Distance education courses must be of the same quality and rigor as those presented on campus as demonstrated through the following procedures:
  - a. Application with the accompanying course syllabi provided to the division director for review and approval by the Curriculum Committee and Dean of Instruction prior to course implementation;
  - b. Submission of scheduled student learning outcomes reports to supervisors for review;
  - c. Review by the Curriculum Committee of annual institutional effectiveness reports, including reports relating to course evaluations and the comparability of distance education and traditional courses.
2. Instructors must demonstrate how student work is monitored to assure integrity through the following procedures:
  - a. Each course will require at least one exam use either Respondus Lockdown Monitor or the student will be proctored in the Technology Learning Center using Respondus Lockdown Browser.
  - b. Students will be required to present a formal ID; such as a drivers license or student ID; either on Respondus Monitor or at the on-campus examination(s).
  - c. Each student will be required to use a unique username and password to access the course management system and other online instructional interfaces (Example: MyMathLab/Cengage).

The date(s) of any on-campus meetings must be included in the registration schedule.
3. Distance education instructors must support continued communication with and amongst students by
  - a. incorporating into the course a discussion board or other shared communication tool whereby students and the instructor can regularly communicate;
  - b. sending weekly emails to students in order to encourage course progress, make announcements regarding the coursework, etc.
4. Appropriate library/learning resources are made easily accessible for distance education students through a Library Resource course located within the course management system (Canvas) and through the Library and Learning Resources Center web page.

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5. Student services must be easily accessible and relative to distance education students. Access to such services is provided within the course management system and through the Distance Education and Student Services web pages.
6. Faculty approved to teach distance education must meet the following requirements:
  - a. Completion of an orientation to distance education instruction session through the NACC Technology Learning Center prior to teaching a distance education course
  - b. Participation in at least two annual training sessions through the NACC Technology Learning Center or through Canvas or other digital content training modules.  
The Director of the Technology Learning Center is responsible for maintaining records of orientation sessions and of participation and assessment of training sessions.
7. The NACC Intellectual Property and Distance Education Course Ownership Policy govern issues pertaining to ownership of intellectual properties and is to be employed in conjunction with the Distance Education Policy.
8. Distance Education faculty members must deliver accurate and current information. Faculty shall not include in the content or delivery of a course any information which he or she knows to constitute libel, invasion of privacy, infringement of copyright or other literary rights, or otherwise violate the legal rights of others. (See the TEACH Act).

#### B. Course Approval

Prior to being delivered through distance education, a course must be approved by both the Curriculum Committee and the Vice President/Dean of Instruction. The Distance Education Committee has adopted guidelines for the review of applications to offer courses through distance education. Faculty members must apply to *Employ Distance Education Technology in an Instructional Program* to their division director for submission to the Curriculum Committee. Upon approval by the Curriculum Committee and the Vice President/Dean of Instruction, the course may be offered through distance education.

## **IV. Curriculum and Instruction**

### **A. Course Review and Organization**

The overall design of the course, its navigational information, and instructor and student information should be made available to the student at the beginning of the course. The course design should reflect the instructor's pedagogy.

1. Layout of content items and instructions should be easy to understand and presented in a logical order. The course design should be student friendly and well organized. A photo of the instructor should be included in the course information, if possible.
2. Course names are created by the ALLIANT software system and may be changed to reflect the subject and course ID. Course names can be changed by the instructor under settings with their Canvas course.
3. The instructor should use an appropriate method of welcoming students. This greeting should be incorporated into distance education orientation materials or through a message on the course homepage.
4. Students must be informed of the course content structure to ensure that they are aware of course expectations. The course syllabus should be utilized when designing the course outline.
5. Students should be asked to introduce themselves to their peers with either a discussion forum or Canvas Studio video in a student introduction activity.
6. Minimum technology, knowledge, and skill requirements should be stated in the course outline. If applicable, the instructor should note the course prerequisites.

### **B. Learning Outcomes**

Depending on the type of course (academic or career/technical), the college's course syllabus lists general education outcomes or course learning outcomes. These outcomes may not be changed without review by the Student Learning Outcomes Committee. The course syllabus prescribes the measures that must be used to evaluate the general education outcomes for academic courses and the course learning outcomes for career/technical courses. Each instructor must assess these outcomes in that manner.

In addition, the instructor is encouraged to develop unit, chapter, module, and/or section learning outcomes. The following are suggestions for these outcomes.

1. The learning objectives of the course should be articulated and specified on the course, module, and/or unit level.
2. The learning objectives should be clearly defined, and they should focus on learning activities.
3. The learning objectives should describe outcomes that are measurable.
4. The learning objectives should address content mastery, critical thinking skills, and core learning skills. Instructions for many activities can include a rubric on how the objectives are met and steps to complete the objectives.
5. Instruction to students on how to meet the learning objectives should be adequate and easy to understand.

### **C. Assessment and Measurement**

Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed to be essential to the learning process.

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1. The assessments should measure the stated learning objectives and should be consistent with course activities and resources.
2. The grading policy should be easy to understand.
3. Assessment and measurement strategies should provide feedback to the student.
4. The types of assessments selected, and the methods used for submitting assessments should be appropriate for the distance education environment.
5. “Self-check” or practice assignments should be provided for quick student feedback.
6. A variety of distance education tools should be implemented for grading assessments.
7. Students’ grades should be easily accessible.
8. Instructors should use feedback to interact with students to discuss performance. Instructors can use forums to practice quiz questions and offer rich, instant feedback to the students.

#### D. Resources and Instructional Materials

Instructional materials should be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields to ensure rigor in the course.

1. Instructional materials should support the stated learning objectives and have enough breadth and depth for the student to learn the subject.
2. Instructional materials may include but are not limited to instructor lectures, publishers’ content, quizzes, external links, and videos.
3. Instructional materials should be presented in a format appropriate to the distance education environment and should be easily accessible and usable by the student.
4. The purpose of the course elements (content, instructional methods, technologies, and course materials) should be clear.
5. All instructional materials should be consistent in organization and easy to navigate. Students should be able to find the desired materials within three clicks after entering the course.
6. All resources and materials used in the distance education course should be appropriately cited.
7. To ensure that the NACC bookstore has all student course materials available for purchase, book sheets should include all ISBN numbers, editions, and any other identifying information.
8. External content, such as publisher content should only be used within Canvas when preparations have been made with the NACC bookstore and with the Director of the Technology Learning Center prior to the semester of use. Requests to add external content should be submitted to the division director on the book sheets each semester.  
This will ensure the content is made available for students to purchase in the bookstore.

#### E. Learner Interaction

The effective design of instructor-student interaction, meaningful student communication and student-content interaction is essential to student motivation, intellectual commitment, and personal development.

1. The learning activities should promote the achievement of stated objectives and learning outcomes.
2. Learning activities should foster instructor-student interaction, content-student interaction, and student-student interaction.
3. “Netiquette” expectations with regard to discussion and email communication should be clearly stated; the instructor’s “tone” should be respectful. The instructor’s distance education presence in emails, messages, notes, postings, and instructions to students are opportunities to model professional respect as a skill set for students.

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4. Clear standards should be set for instructor response and availability (turn-around time for email, grades posted, et cetera). The instructor will respond to distance education mail and other questions Monday-Friday during the hours of 9:00 AM-5:00 PM. Instructors should provide students with their contact information, and clearly state when the student should expect a reply. Instructors should send an email to students or create a forum posting at the beginning of the course to establish a presence and to begin interaction with students.
5. The requirements for course interaction should be clearly articulated.
6. The course design should prompt the instructor to be present, active, and engaged with students.
7. Instructors should use discussion forums and/or blogs to ask meaningful questions and respond to student replies, including follow-up queries on individual student levels of understanding that elicit higher levels of thinking.

#### F. Course Technology

To enhance student learning, course technology should enrich instruction and foster learner interactivity.

1. The tools and media should support the student learning outcomes of the course and should be integrated with texts and lesson assignments.
2. The tools and media should enhance student interactivity and guide the student to become a more active learner.
3. Instructors should verify that technologies required for the courses are either provided or easily downloadable.
4. The tools and media should be compatible with current modes of technology delivery.
5. Instructions on how to access distance education resources should be clear and easy to understand.

#### G. Learner Support

Courses should be effectively supported through fully accessible modes of delivery, resources, and student support

1. The course instructions should articulate or link to a clear description of the technical support offered.
2. Course instructions should articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.
3. Course instructions should articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.
4. Course instructions should articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, et cetera.
5. Information regarding support services for students (tutoring, learning resources, and specific course instructions, et cetera) should be included in the course outline.

#### H. Accessibility

Instructors will adhere to the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act (1973) and will publish the following statements on course outlines given to students at the beginning of each semester: "Any individual who qualifies for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act (1973) should notify the instructor immediately. Questions related to disability services should be directed to the Admissions Office.

## **V. Faculty Support**

### **A. Faculty Training**

NACC provides ongoing professional development for appropriate technical, design, and production support for faculty members. Professional development sessions are offered in the Technology Learning Center, and individual training is available continuously. Electronic resources are available via a Canvas course where faculty members are enrolled as students.

### **B. Workload/Class Size**

No distinction is made between distance education and other types of course delivery when calculating instructor workloads (see Section IV Article 12). Class sizes of distance education courses will be determined through a consultative process that includes deans, division directors, and faculty. Class sizes may be revised on a case-by-case basis at the discretion of the Dean of Instruction.

### **C. Faculty Performance Expectations**

1. The instructor is responsible for meeting all of the requirements as outlined in the Rubric For Distance Education/Online Course Development and Implementation
2. The instructor is responsible for managing and teaching the course throughout its entirety.
3. The instructor should notify the bookstore manager and the Director of the Technology Learning Center of publisher content needed to teach the course.
4. The instructor should notify students if the Canvas component of their course will not be available on the first day of class.
5. The instructor should ensure that students have access to course orientation materials.
6. The instructor should try to contact students who have not participated in the class during the first week of class.
7. Instructors should check their NACC email and Canvas course and grade all completed assignments in a timely manner<sup>1</sup>. The instructor is expected to provide prompt feedback to student email questions and concerns within one business day<sup>2</sup>. If an instructor will be unavailable for more than three working days, he or she is expected to post an announcement or send an email to students at least one week in advance and to notify the appropriate administration. In case of an emergency, an instructor should notify his or her immediate supervisor as soon as possible.
8. Instructors can help ensure a successful learning experience by practicing proactive course management strategies. Instructors should communicate with classes at least once a week. It is good practice to remind students of the schedule and of expectations for their progress in the course.
9. The instructor should communicate to students when they can expect to receive graded feedback on assignments and exams. Feedback on assignments should be given in clear and concise language in accordance with course outcome

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<sup>1</sup> Timely manner is specific based on subject matters. Please see division director for specifics.

<sup>2</sup> A business day is Monday-Friday 9am-5pm.

## VI. Student Support

There are a number of facilities committed to the success of the distance education student at NACC. The college established the Technology Learning Center (TLC) to provide student training and assistance with the distance education classroom management system (Canvas) and to offer technology tutoring to assist all students. The TLC also provides assistance with other issues related to campus technology.

Canvas orientations are held on campus during the first week of each semester and on-line through the Canvas Orientation course. Schedules for these orientations are posted on Canvas and on the [college website](#) as well as in the new student orientation packets. Dual enrollment instructors may request an orientation be held at their instructional site by contacting the Director of the Technology Learning Center or the Dean of Student Services.

The Center for College Success provides student assistance with developmental studies courses, including basic mathematics, English, and reading courses, by offering tutoring services and academic advisement.

In addition, the center offers tutoring in areas such as business, computer science, and biology. A tutoring schedule is available on the [Center for College Success webpage](#).

The College and Career Planning Center (CCPC) aids with career advising and offers career coaching services to all students. Students who have not selected a program of study or who are uncertain about their career choices may visit the CCPC to take a career assessment test and receive one- on-one career guidance.

The Cecil B. Word Learning Resources Center (library) provides several distance education research tools that are accessible through the Alabama Virtual Library. The library website includes specific information for distance education students regarding the resources available to them. In addition, students may use the Ask-a-Librarian tool to communicate with librarians via email, text, or chat during normal operating hours.

Support from any of these centers is provided in a variety of formats, including in-person visits, phone calls, emailed communications, and chat sessions. In addition, there is a Student Services Course on Canvas that provides all of the student support services that a student can access on campus. A full range of individual student information, registration, and advising services are provided to the distance education student through the Northeast Online Account Host (NOAH) Students are informed of college policies and of the availability of student services in the student handbook section of the college catalog, available online at [www.nacc.edu](http://www.nacc.edu). More information regarding student services available to distance education students is referenced in the following table.

Subject	Web Reference
Advising and Placement Information	<a href="http://www.nacc.edu/current-students/advising">www.nacc.edu/current-students/advising</a>
Career Center	<a href="http://www.nacc.edu/about-nacc/college-offices/college-">www.nacc.edu/about-nacc/college-offices/college-</a>
Center for College Success	<a href="http://www.nacc.edu/current-students/center-for-">www.nacc.edu/current-students/center-for-</a>
Computer Acceptable Use Policy	<a href="http://www.nacc.edu/admission-financial-aid/financial-">www.nacc.edu/admission-financial-aid/financial-</a>
Contact Information	<a href="http://www.nacc.edu/contact-us">www.nacc.edu/contact-us</a>
Distance Education Policy (Includes NOAH, Canvas, E-mail, and General Support Instructions)	<a href="http://www.nacc.edu/current-students/distance-education/distance-education-policy">www.nacc.edu/current-students/distance-education/distance-education-policy</a>
Library Services	<a href="http://libguides.nacc.edu/home">libguides.nacc.edu/home</a>
NOAH Access	<a href="http://info.nacc.edu/cgi-bin/advlogin.mbr/login">info.nacc.edu/cgi-bin/advlogin.mbr/login</a>
Student Technology Access Policy (Includes Minimum Computer Requirements)	<a href="http://www.nacc.edu/current-students/distance-education/technical-requirements-and-support">www.nacc.edu/current-students/distance-education/technical-requirements-and-support</a>
Technology Learning Center	<a href="http://www.nacc.edu/about-nacc/college-">www.nacc.edu/about-nacc/college-</a>

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Division directors, program supervisors, and distance education instructors are expected to utilize and inform students of the technological tools available to them through the college as appropriate to the subject matter being taught. The following items relating to student services and support should be considered by distance education instructors:

- Ensure that students are made aware of campus services and the Student Services Course in Canvas in course materials (i.e. course outlines).
- Include instructions to obtain technical support in course materials.
- Ensure that students are aware of any specific issues that relate to the distance education format (special software requirements, etc.)
- Inform students of the appropriate methods for contacting and interacting with the instructor.
- Inform students of the appropriate methods for students to contact each other.
- Encourage student-student interaction through the use of appropriate tools such as discussion boards, virtual classrooms, and group activities.
- Ensure that students are informed that all distance education classes require a minimum of one on-campus exam.



## **VII. Evaluation and Assessment**

### **A. Course Grading**

1. Student achievement and progress in the distance education class will be assessed through a variety of activities, including, but not limited to, tests, projects, writing assignments, homework, discussions, et cetera.
2. Students are required to complete a significant portion of their exams, quizzes, and/or assignments using Respondus Monitor. Students are required to show a government issued photo identification, which is captured by Respondus Monitor. Respondus Monitor then captures a video of the student taking the exam, quiz, or assignment. Any irregularities are flagged for the instructor to review. If the student chooses, he/she may schedule an appointment with the Technology Learning Center to have the exam, quiz, or assignment proctored in the lab instead of using Respondus Monitor. Respondus Monitor is provided at no cost to the student.
3. Instructors must grade all assignments and notify students of their scores in a timely manner.
4. Student grades should be updated on a weekly basis.
5. In case of weighted totals, instructors should enter zeros for missing grades as the due date passes to ensure an accurate grade.

### **B. Student Learning Outcomes**

1. When required per the Program Learning Outcomes Course Review Schedule, distance education instructors must evaluate the general education outcomes or course learning outcomes established for their distance education class.
2. The forms are submitted by the instructor to his or her division director or program supervisor at the conclusion of the semester in which the course was taught.

### **C. Review of Online Courses**

Each semester, the Director of Extended Day and Distance Education, the DE committee, or appointee, will review the content of online courses to ensure those reviewed meet the requirements set forth in the *Guidelines for Distance Education* manual.

### **D. Evaluation of Online Instruction**

1. Each fall semester, the Office of Institutional Planning and Assessment administers the Evaluation of Instruction, which includes the Evaluation of Online Instruction for distance education courses.
2. Instructors are expected to communicate with their students concerning deadlines for these surveys in order to encourage student participation.  
each instructor.

## **VIII. Intellectual Property and Distance Education Course Ownership Policy**

### **A. Ownership**

NACC encourages its students, faculty, and staff to pursue initiatives that will create intellectual properties and distance education courses. Consequently, it becomes necessary to clearly establish the legal rights of ownership of intellectual properties. The NACC policy is as follows:

Any ownership or royalty issues not discussed herein shall be determined on a case-by-case basis prior to the development of the course.

1. If a student, faculty, or staff member develops an original course offering, without any assistance or resources of NACC and completely on his or her own time, then he or she shall retain one hundred percent (100%) ownership of the intellectual property rights to the course, including the right to all proceeds should the course become commercially marketable.
2. If a student, faculty, or staff member develops an original course offering, using any assistance or resources of NACC but completely on his or her own time, then he or she shall be entitled to receive fifty percent (50%) of any royalties should the course become commercially marketable. NACC, however, will retain full ownership of the intellectual property rights to the course.
3. If a student, faculty, or staff member develops an original course offering, using any assistance or resources of NACC and on release time, and then he or she shall be entitled to receive twenty-five percent (25%) of any royalties should the course become commercially marketable. The college, however, will retain full ownership of the intellectual property rights to the course. To obtain release time to develop a course, a student, faculty, or staff member must obtain prior permission from the President.
4. Students, faculty, or staff will formalize their agreement with the appropriate dean and President's approval.

### **B. File Sharing**

File sharing is the practice of distributing or providing access to digitally stored information, such as computer programs, multi-media (audio and video), documents, or electronic books. Illegal file sharing is the sharing of copyright-protected files without authorization.

1. Under copyright law, it is illegal to download or share copyrighted materials (such as music or movies) without the permission of the copyright owner.
2. Northeast maintains a campus network to support and enhance the academic and administrative needs of our students, faculty, staff and community. The college is required by federal law to inform students that illegal distribution of copyrighted materials may lead to civil and/or criminal penalties. The law also requires that the college take steps to detect and punish users who illegally distribute copyrighted materials.
3. Peer to Peer (P2P) technologies have many genuine uses and NACC does not ban P2P programs from its network. It is, however, a violation of copyright law to use a P2P.

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technology for copying commercial music and/or video files without the copyright holder's permission. For more information on "fair use" and copyright laws please go to:  
<http://www.copyright.gov/title17/>.

4. NACC utilizes technology-based deterrents to effectively combat unauthorized downloading/distribution. The college Internet provider is through the Alabama Supercomputer Authority (ASA), which monitors bandwidth traffic and accepts and responds to Digital Millennium Copyright Act (DMCA) notices. When illegal downloading is detected, DMCA notifies ASA, which in turn notifies the college immediately. IT personnel at the college track down the offenders.
5. Some music, movies and television shows can be legally obtained through distance education subscription services or from sites officially permitted by the copyright holders to offer certain downloads. Use the following sites as alternatives to illegal downloading:  
<http://www.educause.edu/legalcontent>.
6. The college reserves the right to suspend or terminate network access to any campus user if the violation is deemed severe or the use is impacting the operation of the network. NACC must report any violations to appropriate authorities for criminal or civil prosecution. In addition, violators may be referred to the college's Discipline Committee, which may impact college enrollment.

C. Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

1. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.
2. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.
3. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.
4. For more information, please see the Web site of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQ's at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq)

**Addendum**

**NACC RUBRIC FOR DISTANCE EDUCATION/ONLINE COURSE DEVELOPMENT AND IMPLEMENTATION**

<b>Course Review and Organization</b>	<b>Does not meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<p>Course and Instructor information are provided and include details such as course title, section, instructor's name and contact information, and should include the following:</p> <ul style="list-style-type: none"> <li>• Instructor info includes office hours and info on how student can/should contact instructor.</li> <li>• Course information includes a brief description of the course.</li> <li>• Explanation is provided on course delivery methods, informing students how to proceed in the course.</li> <li>• A photo or video of instructor is included with a welcome message on the course homepage.</li> </ul>			
The course utilizes the Canvas syllabus template which helps to ensure layout of course content is easy to understand and is presented in a logical order (weekly modules, chapter modules, etc.)			
A course calendar/schedule is provided, with all opening and closing dates of course materials such as assignments, exams, etc.			
Minimum technology, knowledge, and skill requirements are stated in course outline. If applicable, any required prerequisites should be noted.			
Accessibility issues are addressed in the course syllabus as it relates to ADA.			
<b>Learning Outcomes</b>	<b>Does not meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Student learning objectives for the course are clearly stated and can be easily located by the student.			
<b>Assessment and Measurement</b>	<b>Does not meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
The grading policy is easy to understand.			
Assessment and measurement strategies provide feedback to the student. Timely feedback is provided to interact with students and discuss performance through various means.			

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The types of assessments selected, and the methods used for submitting assessments is appropriate for the online learning environment.			
A variety of distance education tools are implemented for grading assessments. Course provides multiple activities and assessments to enhance student learning and accessibility.			
Student grades are easily accessible and routinely updated by the instructor.			
<b>Resources and Instructional Materials</b>	<b>Does not meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Instructional material including instructor lectures, publishers' content, quizzes, external links, and/or embedded videos are present, when applicable, and appropriate for the course.			
All instructional materials are <b>consistent</b> in organization and easy to navigate. Students can find the desired materials within three clicks after entering the course.			
<b>Learner Support and Interaction</b>	<b>Does not meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Information regarding support services/resources for students (Technology Learning Center, Learning Resource Center/Library, College and Career Planning Center, Center for College Success/Tutoring Services, ADA, Financial Aid, etc.) is included in the course.			
Learning activities foster instructor-student interaction, content-student interaction, and student-student interaction and requirements are clearly articulated.			
Instructor's online presence in email, messages, notes, postings, and instructions model professional respect as a skill set for students and reinforce the importance of "netiquette" and "tone" as it relates to teacher-to-student, student-to-teacher, and student-to-student participation in the course.			
Discussion forums are in place within the course, and the instructor uses the forums, discussion boards, blogs, and/or other communication tools to ask meaningful questions and respond to student replies.			
<b>Course Technology</b>	<b>Does not meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Instructor has verified that technologies required for the course are either provided or easily downloadable and that tools and media incorporated are compatible with Canvas.			

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Notes