



Distance Education

Standard Operating Procedures

2024

Guam Community College
DISTANCE EDUCATION
STANDARD OPERATING PROCEDURE

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Introduction

Guam Community College is a leader in career and technical workforce development and provides the highest quality, student-centered education and job training for students in Micronesia. This Distance Education Standard Operating Procedure (DE - SOP) Manual will be used in tandem with the DE Strategic Plan (DE - SP) to achieve the Distance Education goals of GCC.

The College is offering DE courses which will fall into two distinct categories

1. Hybrid –50% of the course is held on campus(traditional face-to-face) and 50% is held fully online.
2. Fully Online –Course is offered fully online with no expectation for the student to come on campus.

As defined by GCC Policy 340, distance education (hereinafter referred to as DE) refers to the practice of providing educational services – either instruction or support services – to students who are physically separated from the individuals providing the service. DE includes the use of computer and Internet-based educational services as well as video and audio services to accomplish the instruction. Institutions use Internet technologies to bring students educational programming in either synchronous (students and the service provider are interacting simultaneously) or asynchronous modes (students and the service provider are interacting without any simultaneous requirement). Educational interactions delivered through these means may occur on campus as well as off campus.

This DE-SOP provides processes and guidelines for the management of DE across the academic, administrative, technical and student support sectors. The SOP will promote consistency in DE course and program management. The processes included in this document reflect the focus areas identified in the DE-SP and will be used in tandem with the DE – SP document.

DE Organizational Structure

The following offices directly support DE: Finance, Academic Affairs, Communications and Promotions(OCP), Deans, Department chairs, Human Resources (HR), AIER and Student Support Services.

Academic Affairs will oversee the delivery of courses and will ensure that all online and hybrid courses are taught by certified faculty and all courses are represented through the LMS properly.

MIS and Instructional Designer will provide technical support. The Instructional Designer will provide training and professional development in relation to DE.

Instructional Designer and MIS Support

As indicated in the DE-SP (Appendix 5), GCC's Management Information System (MIS) department and the Instructional Designer will provide DE support. The tasks outlined below represent the minimum requirements for optimal operation of distance education within the College. Continuous training is essential in ensuring continuous improvement of the services that support students and faculty in DE.

Management Information System (MIS)

MIS is responsible for configuring and maintaining all internal systems that provide electronic and/or digital information transfer and storage.

- **Oversee:**
 - Budgeting for information technology resources (hardware, software, contracts)
 - IT equipment, software, support, and security resource planning processes
 - IT staff training and development
 - Contracts and partnerships, including third-party vendors related to IT
 - Network and systems reliability
 - Security software, hardware, policies and practices end-user support of technical tools and services for faculty, staff, and students
 - Data redundancy policies and processes
- **Manage and maintain:**
 - Network systems, subsystems and servers
 - The computer/server room operation and environment
 - Staff and student-facing technology (e.g. computer labs, faculty and staff computers)
 - Communication systems (e.g. telephone, email, wireless network, television and AV systems)
 - Software deployment and new hardware integration
- **Work in a collaborative and collegial way with personnel including:**
 - All departments
 - All faculty and staff
 - Vendors
- **Have knowledge of:**
 - Best practices in data storage, redundancy, network management, failover, systems integration, etc.
 - Security concerns and issues related to higher education, including but not limited to FERPA, encryption, and password management trends, products, equipment, tests, etc. for the purpose of recommending procedures and/or purchases.

Instructional Designer

The Instructional Designer is responsible for the development, management and evaluation of all technologies that support teaching, learning and research.

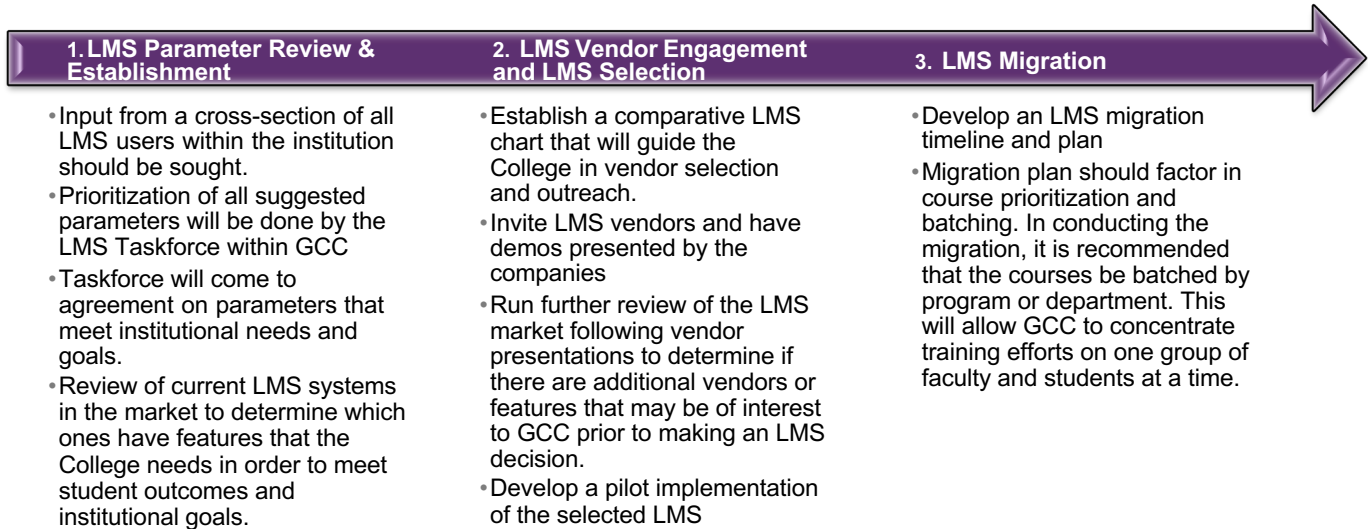
- **Oversee:**
 - Budgeting for academic technology resources (learning management system, webconferencing and other third-party academic tools)
 - Academic technology resource planning processes
 - Staff and faculty development programs
 - Contracts and partnerships, including third-party academic tools
 - Compliance with ADA, FERPA, fair use, and copyright laws
- **Manage Academic Technology services that include:**
 - Instructional design (instructional guidance in development of activities and assessments for web-based, hybrid, and online courses)
 - Faculty development
 - Student readiness
 - Support of the implementation of academic technologies
 - Evaluating and assessing effectiveness of teaching and academic technologies
 - Defining practices, standards and procedures in regards to academic technologies
- **Have knowledge of innovative teaching and academic technologies such as:**
 - E-portfolio software
 - Student response systems
 - Learning management systems (e.g. Moodle)
 - Mobile computing devices and applications
 - Video conferencing
 - Third party academic delivery tools (e.g. Voicethread, Prezi, Jing)
- **Work in a collaborative and collegial way with personnel including:**
 - Academic offices
 - Faculty and students
 - Learning Resource Center (LRC)
 - MIS
 - Vendors

LMS Selection and Implementation

In the event that the College considers adopting a new LMS, an LMS search and review taskforce (inclusive of Instructional Designer, MIS, and faculty) will be established to conduct research and offer a recommendation. The LMS taskforce will determine the minimum LMS system and support requirements that meet institutional needs. Once the LMS has been selected, GCC will initiate the migration process.

Guidelines and Steps to Choosing an LMS

1. Determine which Learning Management System meets GCC's LMS requirements.
2. GCC should review demos and take advantage of free trials made available by competing vendors. A cross-section of the GCC community should be included in the process so that input from all affected users (students, faculty, academic administrators, MIS) is considered.
3. The LMS user experience should be assessed. Feedback from customers of LMS vendors and hosts should be pursued and considered in the decision-making process.
4. Financial considerations for LMS acquisition, utility and maintenance should be considered. The total cost of ownership—contracts, time investment, internal support necessary—should be calculated when comparing solution.



Migration Timeline and Plan – Course migrations can take from six months to about two years; usually, the two LMS are run in parallel during this time. Although this can result in additional costs, running the systems together for at least a semester would allow time for GCC to carry through the migration plan according to the timeline.

Any plan should include the following elements; these can be undertaken concurrently:

1) Preparation for Migration

Begin immediately after new LMS selection and estimated to take 2-3 months

The following steps should be undertaken before migrating courses:

- a. **Template Creation:** A template should be created in the new LMS. The migrated courses should be situated within this template. A template can have slight variations depending on the College or department; however, the structure and navigation should remain relatively consistent. This simplifies training for faculty and the learning curve for students. It is particularly important in getting the community up to speed on a new LMS.
- b. **Course Staging:** Migration can be simplified by working with instructors to “stage” their courses for the transition from one LMS to another. Staging includes the following:
 - **Deleting items that will not be used** – This will simplify the migration process as it ensures that only necessary items will be transitioned.
 - **Incorporating Discussion and Email information into Learning Modules** – Discussion and email information is typically not migrated because it is considered to be student information. Therefore, it is important for instructors to put this information into areas that will be migrated.

2) Faculty Training and Support

Begin after Template Creation and estimated to take a year, but also ongoing

Faculty training and support for a new LMS is a multifaceted process which should be ongoing as new faculty come on board and others move past the beginner stage to become interested in intermediate activities. In addition to face-to-face workshops, training should consist of online tip sheets, online self-paced training modules, brief instructional videos, and technical support. It is highly recommended that faculty members prove proficiency in the new LMS, either through attaining certification or demonstrating their ability with course materials

3) Migration Process

Usually takes place about six months after selection and can last six months to a year

Depending on the LMS selected, the migration will most likely be somewhat of an automated process; however, faculty or instructional designer will have to review the migrated course for consistency and any differences between the LMS that would require structural modifications. Faculty members will have to be trained or assisted in this process; this process should be documented in advance of the migration.

DE Implementation

DE implementation at GCC will be done in partnership with all stakeholders who constitute the DE support organization as presented in the organization chart above. Specific measurable objectives as outlined in the DE strategic plan should be assigned to task owners from within the DE support organization and timelines created for achievement of each objective. The chart in Appendix 6 provides a DE implementation timeline developed during the DE strategic planning process with the DE taskforce. Target measures and task owners are yet to be assigned to each objective. Each of the stated objectives will have an impact on the DE organization so it will be important to assess the DE implementation process carefully and closely. Each objective will have specific tasks that will be assigned to it by project owners, and these tasks when accomplished will bring GCC closer to its DE goals. An important factor in sustainable DE provision by an institution is the DE financial model, and this should be considered before and during the DE implementation process. Financial support during the lifetime of DE at the College will ensure that the College remains competitive in the DE landscape.

DE Academic Programs

DE Programs at GCC constitute those programs that are offered as hybrid or fully online programs of study. Hybrid programs will require the students to be onsite for at least 50% of their study, while the fully online programs do not have an on-campus expectation. DE programs will be selected based on students' need. Currently, the College selects programs to be developed following input from industry partners, faculty members, department chairs and student needs. In order to develop robust DE programs, the College should employ an additional aspect to the program selection process which includes a specific needs analysis for hybrid or fully online programs.

This information would be garnered through market research specifically addressing the program question:

1. Do students need this program of study to be delivered via distance education?
 - a. What data points to this need?
 - b. Is the program going to be delivered as a hybrid or fully online program?
2. Is the program of study being sought by local Guam residents and/or international students?
3. Does the department have faculty members who would be able to teach all the courses in this program via distance education?
4. How prepared are the faculty members to undergo professional development training in order to establish a robust and competitive distance education program?
5. Does the department have the financial resources to allocate towards instructional design for distance education courses?
6. Does the institution have the marketing resources to attract students to the program and minimize internal cannibalization of students?

DE Program Development and Delivery Process

The process of developing and delivering the DE program would require an initial market research that specifically targets the program of interest. This would be followed by faculty engagement and course development. During the course development process, the program landing pages and marketing strategy would be running concurrently. This will ensure that when GCC is ready to offer the program, all required institutional resources will be in place to support student access to the course(s). All courses offered via DE at GCC will undergo evaluation and the program will undergo review on an annual basis to determine its impact and value to GCC.

DE Course Selection and Development:

Course selection, will in many instances, mimic program selection as described above. Usually, course selection impacts the rate of full program roll-out. A full program study layout will determine the sequence with which courses are developed for DE programs. Sometimes, a series of DE courses are

developed that do not directly complete a full program study. In such instances, the course selection process should reflect the program study process and the questions to be asked would be as follows:

1. Do students need the course to be delivered via distance education? What data points to this need?
2. Is the course being sought by local market (internal GCC students and Guam residents) and/or international students?
3. Does the department have faculty member(s) who would be able to teach this course via distance education?
4. How prepared are the faculty members to undergo professional development training in order to establish a robust and competitive distance education program?
5. Does the department have the financial resources to allocate towards instructional design for this distance education course?
6. Does the department project high enrollments in this course, and will a master course be developed which will then be personalized by individual faculty members teaching the course?
7. Has the course already been developed as a web-enhanced course?
8. Is the course to be developed as a hybrid or fully online DE course?

Course Development Pathways:

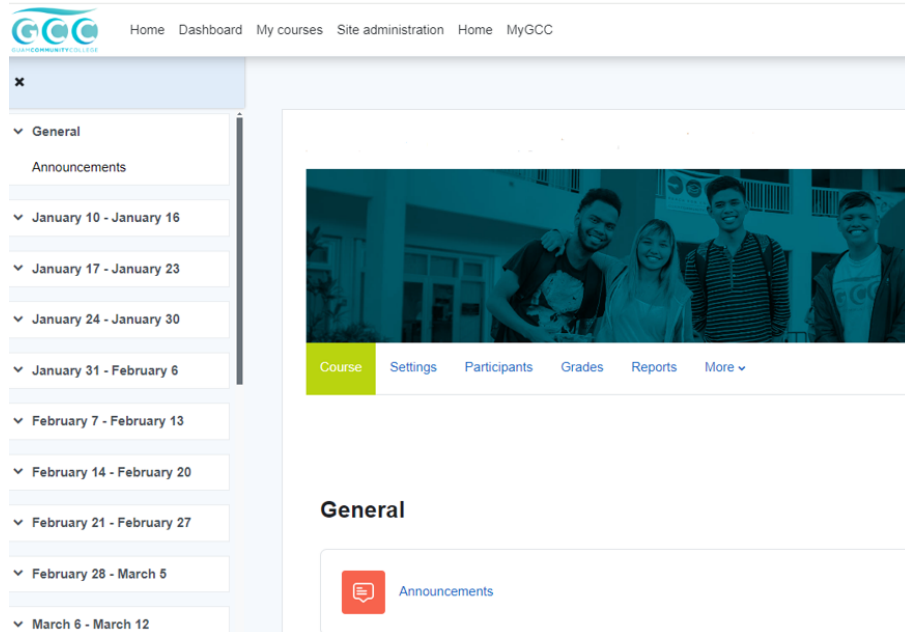
There are multiple pathways by which a DE course (hybrid or fully online) can be developed at GCC as shown in the schematic below. Face-to-Face (F2F) courses can be directly developed into hybrid or fully online courses depending on factors such as; the faculty member's readiness to build the course, the availability of resources (e.g. media), and the availability of sufficient training and instructional design support. Some faculty may take the route of enhancing their F2F course with web-based resources and utilizing the LMS. This may be followed by web-enhanced courses being developed into hybrid and then fully online courses. However, it is important to note that hybrid courses do not need to convert into fully online, nor do web-enhanced courses have to convert into hybrid and then fully online. These transitions would occur if it is the intention of the faculty member/department to offer the courses in a DE format.

Course Development General Information:

Faculty will be set up with a development copy of their course known as a course shell. When the Admissions and Registration office creates a course and enters it into the Ellucian Banner system, the Moodle learning management system would automatically create the course shell based on the information entered. This information includes the teacher, students enrolled, and basic content such as weekly modules (blank), announcement, and gradebook availability. The synchronization of Banner and Moodle ensures that the course will be finished and available before students can view it.

All courses, will be stored in the GCC Moodle. This course will be updated by the course author and serve as the origin for all versions of the course taught during the semester.

Course navigation will be consistent across all GCC DE courses. A sample course shell with basic navigations tabs is presented in the following screenshot:



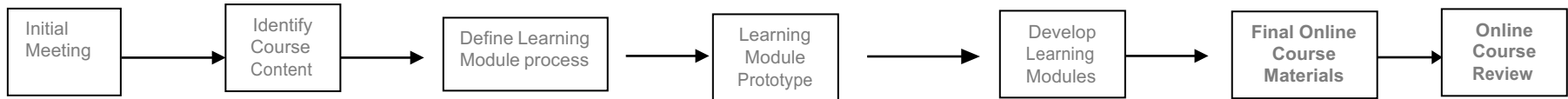
Sample Course Shell

Material can be organized into Modules and placed as folders within the LMS. Content can range from but are not limited to, pdf files, linked videos or webpages, images, word documents, PowerPoints, quizzes, and assignments. It is understood that each Module will correspond to a course week. There are specific best practices governing the links and information to be included in the syllabus for all GCC DE courses. Faculty members will check with their respective departments to make sure that the syllabus has all of the appropriate sections and guideline requirements. Please refer to the GCC DE Syllabus Checklist Guide online in the MyGCC portal for more information.

Course templates that are requested to be created would follow a course development process between the faculty member and Instructional Designer as presented in the course development schematic below. A Kick-off meeting between the Instructional Designer and the faculty member to go through the timelines and process is highly recommended. The timeline provides for an iterative process, giving the instructor time to provide feedback and review the course. Course guides for DE will be developed in tandem with course development within the LMS.

The DE course program will follow the GCC curriculum process. This process involves the Program Concept, Program and Course Curriculum Forms for approval to be routed in the following sequence for review, as applicable: Author, Department Chair, Registrar, Curriculum Review Committee (CRC), Dean, Vice President for Academic Affairs (VPAA), and President (for adoptions only). Once approved through all applicable reviewers, the CRC will notify the admissions office to process the program document and will make updates in the Banner student information system. For more information and the full detailed process, please refer to the latest Guam Community College Curriculum Manual.

DE Course Development Schematic



| Steps | Steps | Steps | Steps | Steps | Steps | Steps | |
|---|--|--|--|---|---|---|--|
| Establish relationship between the Instructional Designer and Instructor | Instructional Designer obtains the course outline from Instructor | Instructional Designer and Instructor organize course concepts into Learning Modules | Instructional Designer and Instructor work through defined process and make initial LM prototype | 1. Instructor delivers narrative for all learning module components to Instructional Designer 2. Instructional Designer recreates Instructor narrative into online course and submits back to Instructor for review 3. Instructor reviews first iteration of online module, makes changes, submits changes to Instructional Designer 4. Instructional Designer makes changes and submits iteration back to Instructor 5. Instructor reviews changes, submits revision to Instructional Designer 6. Instructional Designer makes revisions 7. Instructional Designer and Instructor develop supporting activities/assign/assessments for Learning Module 8. Repeat for all Learning Modules | Additional course materials identified and developed by Instructor | Institutional Curriculum Development Process and Review of Online Course | |
| Identify Course Goals and Audience | Identify learning objectives within course outline | Instructional Designer and Instructor define the standard components of each learning module | Instructional Designer assists Instructor with online content creation | | | | Additional Materials uploaded/built in CMS |
| Define Roles of the Instructional Designer and Subject Matter Expert (Instructor) | Assess lecture time spent on individual course outline topics | Instructional Designer and Instructor develop standard instrument /template for transferring content with each other | Expectation for online content is clearly defined | | 4. Instructional Designer makes changes and submits iteration back to Instructor | | |
| Identify all stakeholders (other Instructor's) | Identify supplemental resources | Define and describe the process for how traditional content is transformed into online content | | | 5. Instructor reviews changes, submits revision to Instructional Designer | Outcomes | Outcomes |
| Outcomes | Outcomes | Outcomes | Outcomes | | 6. Instructional Designer makes revisions | Additional materials such as syllabus, course description uploaded into CMS | Online course is proofed by institution |
| Understanding of course goals and audience | Instructor and Instructional Designer agree upon Online Course Outline | Identification of all online learning modules | Demonstrated working process for created content | | 7. Instructional Designer and Instructor develop supporting activities/assign/assessments for Learning Module | | |
| Agreement on defined roles for Instructional Designer and Instructor | Understanding of time on task for each concept (what will become learning modules) | Agreement on standard learning module components | Initial learning module is created | | 8. Repeat for all Learning Modules | | |
| Clearly identified roles for all stakeholders | Identification of all supplemental resources | Established instrument for transferring information | Instructor understands what is necessary for online content creation | | Outcomes | | |
| | | Agreed upon process and timeline for building online course | | Learning Modules are developed from the traditional course content | | | |
| | | | | Learning modules are revised as needed | | | |
| | | | | Supporting online activities, assignments, and assessments are developed for each learning module | | | |

Faculty Requirements

It is expected that faculty members teaching DE courses will:

- ✓ Participate in training for online course development using the institutional LMS and also take training in online teaching pedagogy. Possess a teaching online certification
- ✓ Communicate with students in a timely manner and make themselves available to students in the online course.
 - Typically, a note in the syllabus stating that the faculty member will communicate back to the student within a 24h window is sufficient. However, it will be important that the faculty member follow through on this commitment.
 - Faculty members should provide more than one way for the student to reach them. This information is indicated in the syllabus and the announcement page.
- ✓ Offer virtual office hours for the DE students, to ensure that students receive the support they need to be successful in their online course(s)
- ✓ Develop a DE course that has similar rigor and interactivity as the traditional face-to-face course.
- ✓ Maintain grades within the course gradebook so that students obtain timely feedback from their assessments

Regular and Substantive Interaction in Distance Education

Objective:

The objective of this Standard Operating Procedure (SOP) is to establish guidelines and procedures to ensure regular and substantive interaction between students and instructors in distance education courses, as mandated by federal law and in accordance with ACCJC requirements.

Responsibility:

The responsibility for facilitating regular and substantive interaction in distance education lies with faculty. Faculty are responsible for designing courses that incorporate interactive elements, while administrators and instructional designers provide support and resources to enable effective interaction. The Instructional Designer shall oversee the compliance and effectiveness of this SOP.

Background of Regular and Substantive Interaction:

The U.S. Department of Education defines regular and substantive interaction as meaningful interaction between students and instructors that fosters active engagement in the learning process (34 CFR § 600.2). This interaction may include communication through various modalities such as online discussions, video conferencing, virtual office hours, and feedback on assignments.

The requirement for regular and substantive interaction in distance education is outlined in the definition of distance education in the Higher Education Act of 1965, as amended. According to 34 CFR § 600.2, distance education courses must provide regular and substantive interaction between students and instructors. ACCJC also follows this federal requirement as part of their Distance Education Policy (updated as of January 2024).

Definition of Regular and Substantive Interaction:

- Regular interaction refers to consistent engagement between instructors and students throughout the course duration.
- Substantive interaction involves meaningful engagement that supports teaching, learning, and assessment activities.

Guidelines:

1. **Methods of Regular and Substantive Interaction:**

- Interaction methods may include, but are not limited to:
 - a) Scheduled virtual office hours
 - b) Participation in online discussions and forums
 - c) Submission and feedback on assignments or assessments
 - d) Individualized feedback on student progress and performance
 - e) Engaging students in collaborative projects or group activities
 - f) Direct instruction
 - g) Synchronous sessions
 - Other instructional methods approved by the institution's accreditor
2. **Communication:** Establish clear channels of communication between instructors and students, including scheduled office hours, email correspondence, and real-time messaging platforms. Encourage active participation and engagement in course discussions and collaborative activities. Refer to the Course Syllabus Guideline for reference.
 3. **Course Design:** Design distance education courses with interactive elements that promote regular and substantive interaction. Incorporate discussion forums, live sessions, group activities, and/or feedback mechanisms to engage students in active learning.
 4. **Feedback and Assessment:** Provide timely and constructive feedback on student work to facilitate learning and academic progress. Use assessment methods that encourage critical thinking, problem-solving, and application of course concepts.
 5. **Monitoring and Support:** Monitor student participation and engagement in distance education activities. Identify students who may be struggling or disengaged and provide additional support and resources to help them succeed.
 6. **Documentation:** Maintain records of interactions between instructors and students, including communication logs, feedback reports, and records of student participation. Document efforts to promote regular and substantive interaction in course design and delivery.

For more guidance on Regular and Substantive Interaction for your Distance Education courses, please see the Instructional Designer.

Monitoring and Enforcement: Conduct regular reviews and assessments to ensure compliance with federal regulations regarding regular and substantive interaction in distance education. Provide faculty and staff with training and support to facilitate effective interaction in online learning environments.

This section shall be subject to periodic review and revision to ensure alignment with changes in federal regulations, ACCJC requirements and best practices in distance education. Feedback from faculty, administrators, and other stakeholders shall be considered in the review process to enhance compliance efforts.

Student Authentication in Distance Education

Objective:

The aim of the procedures regarding student identity verification, also referred to as student authentication, is to establish procedures for confirming that a student who enrolls in a distance education course or program is the same student who academically engages in the course. Authentication is done using personal identifiable information through the student portal at mygcc.guamcc.edu.

Responsibility:

The responsibility for student authentication in distance education lies with faculty, instructional designer, administrators, and support staff. Collaboration among these stakeholders is essential to implement effective authentication measures.

Background:

The Code of Federal Regulations 602.17(g) requires that:

Institutions that offer distance education or correspondence education have processes in place through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets these requirements if it

1. Requires institutions to verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as
 - i. A secure login and pass code;
 - ii. Proctored examinations; and
 - iii. New or other technologies and practices that are effective in verifying student identity; and
2. Makes clear in writing that institutions must use processes that protect student privacy.

The GCC student authentication procedure ensures that GCC operates in compliance with 34 CFR 602.17(g)(1)&(2) in reference to student identity verification in distance and correspondence education. The methods used to verify a student's identity in distance education courses, as well as over the phone, are established to protect the privacy of the student's educational record as well as to verify that the student who registers for a distance education course or program is the same student who receives the academic credit.

Guidelines:

Student Identification Verification for Distance Education and Electronic Record Access:

The Guam Community College uses the MyGCC (student portal) as the College's identity and single sign-on system. The system is powered by Ellucian and requires a secure login and complex password to ensure the student who registers for a course is the same student who participates in the course. The safeguard also ensures that a student who accesses the student portal for other purposes (email, grades, financial aid information, course registration, etc.) is indeed the student who should have access to their information for privacy purposes. The process for assigning a secure login, password, and verification is as follows:

- During the admission process, each student who makes an application to the College is assigned a unique student identification number.
- Upon acceptance to the College, each student receives a unique User ID which allows them to access the different systems on a single sign-on.
- First time users must establish their identity and create their password in the MyGCC portal.
- Should a student need assistance, the MIS will provide the technical support. They will be asked to provide personal information based on their student record.
- Students are required to enter their username and password every time they wish to access the student portal.

Identification Cards:

Students are also required to obtain a student ID card that displays the student's photograph from the Student Support Service office. The ID card is used to access different services offered by the College. The student's photo is synced to the student's record in the Banner system and the Moodle Learning Management system for attendance verification purposes.

Should any student account photos be found missing within the Moodle Database, the Instructional Designer will attempt to sync the student's records with the Banner system database. If the photo is still not found, the database will be checked by the AIER office to verify if the photo is missing. If it is missing, the Admissions and Registration office or the Student Support Services office will contact the student to obtain an identification photo.

Fees Associated with Student Identification Verification:

Guam Community College does not charge additional fees for student identification verification. In some instances, students in a distance education course may be required to use a web camera and headset for course activities/assignments. These technologies may be used for student identification verification. Faculty will provide specific information in the course syllabus at the beginning of each course. If in the future a fee is imposed, students will be notified in writing at the time of enrollment.

This section shall be subject to periodic review and revision to ensure alignment with changes in federal regulations, technological advancements, and best practices in student authentication.

Student Privacy in Distance Education

Objective:

The objective of this Standard Operating Procedure (SOP) is to establish guidelines and procedures to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) in distance education practices at Guam Community College.

Responsibility:

The responsibility for ensuring FERPA compliance in distance education lies with faculty, administrators, and staff involved in handling student records and information.

Background:

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. It grants students the right to access their educational records, control the disclosure of their information, and request amendments to inaccurate or misleading records. FERPA applies to all educational institutions that receive federal funding, including distance education programs (20 U.S. Code § 1232g; 34 CFR Part 99).

Guidelines:

The Guam Community College is committed to protecting the privacy of students enrolled in all courses regardless of the mode of instruction (online, hybrid, or face-to-face).

- The College requires the use of the Moodle LMS to teach all distance education courses to ensure the security of student course material, communication, student work submission, and grades. Instructors can use Moodle to post course material, send announcements, facilitate collaboration among students, collect student work, deliver tests and quizzes, and post grades.
- Secure College usernames and passwords are generated through the admissions application process. These credentials generate a single sign-on service allowing students access to Moodle, email, grades, transcripts, and all other student services through the secure MyGCC student portal using their generated username and password. Although the College assumes the initial responsibility for issuing and maintaining a secure username and password to all students, students are instructed to change their passwords once they have signed in to the portal for the first time. Other than the user, no one on campus, including the MIS department, has access to the new password. Students can securely manage all aspects of their password through the MyGCC portal.
- Students are assigned an official College email address at the time of admission, and the College email system is required for all official communication with students.
- Faculty are required to keep student usernames, work, scores, and grades confidential. Students in distance education courses do not have access to other students' work or grades. Students are instructed not to share login and password information with others.
- College personnel are required to follow the College and FERPA guidelines for sharing student educational record information with other faculty, staff, parents, or others outside of the College.
- Guidance on photos/videos and written student consent as required by FERPA are available on the FERPA website as follows: <https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>.
- More information on FERPA guidelines such as student rights, directory information, and FAQs can be found in the GCC website as follows: <https://guamcc.edu/ferpa>

For further guidance on student privacy or FERPA information, please see the Guam Community College Admission and Registration Office.

This section shall be subject to periodic review and revision to ensure alignment with changes in FERPA regulations and best practices in distance education.

Student Attendance in Distance Education

Objective:

To establish guidelines and procedures for monitoring and recording student attendance in distance education online courses at Guam Community College

Responsibility:

The responsibility for attendance monitoring lies with the instructors of each respective distance education course. The instructional designer shall oversee the implementation and compliance of this procedure.

Guidelines:

- **Attendance Monitoring:**
 1. Instructors are required to establish clear attendance policies at the beginning of each distance education course, outlining expectations regarding student participation and engagement.
 2. Attendance may be tracked through various means, including but not limited to:
 - a) Participation in online discussions
 - b) Submission of assignments or quizzes
 - c) Interaction with course materials
 - d) Engagement in synchronous sessions or virtual meetings
 3. Instructors should specify the frequency and method of attendance tracking in the course syllabus or instructional materials.
- **Recording Attendance:**
 - Instructors are responsible for maintaining accurate records of student attendance throughout the course duration.
 - Attendance records should be updated regularly based on the established tracking methods.
 - Instructors must use the College's designated Learning Management System (LMS), Moodle, or the Banner system to record and maintain attendance data securely.
- **Communication:**
 - Instructors must communicate attendance policies and expectations clearly to students at the beginning of the course.
 - Any changes to attendance policies during the course should be communicated promptly to students, along with the rationale behind the modifications.
- **Monitoring and Support:**
 - The instructional designer will periodically review attendance records to ensure compliance with established policies.
 - Instructors requiring assistance or encountering challenges related to attendance monitoring should seek support from the instructional designer.
- **Documentation:**
 - Attendance records should be retained for a specified period after the course completion, as per institutional guidelines.
 - Instructors should maintain confidentiality and data privacy when handling attendance records in accordance with relevant policies and regulations.
- **Evaluation and Feedback:**
 - The effectiveness of attendance monitoring procedures shall be periodically evaluated and reviewed by the instructional designer.
 - Feedback from instructors and students regarding the attendance process should be solicited and used to inform continuous improvement efforts.

Academic Integrity in Distance Education

Objective:

The objective of this guide is to uphold academic integrity standards to ensure academic integrity is maintained in distance education courses offered by the Guam Community College.

Responsibility:

The responsibility for upholding academic integrity in distance education courses lies with faculty, administrators, and students. Faculty are responsible for designing assessments and coursework that promote academic honesty, while administrators are responsible for providing support and resources to ensure compliance with academic integrity policies.

Understanding Academic Integrity:

Academic integrity encompasses honesty, trust, fairness, respect, and responsibility in academic activities. It includes a commitment to ethical conduct and adherence to the principles of academic honesty, such as proper citation and acknowledgment of sources, originality in work, and honesty in assessments and examinations.

Guidelines:

- **Course Design:** Design assessments and assignments in a manner that minimizes opportunities for academic dishonesty facilitated by Artificial Intelligence (AI) or other technological means. Use a variety of assessment methods, such as open-ended questions, project-based assessments, and oral examinations, to evaluate student learning authentically.
- **Promotion of Integrity:** Faculty should explicitly communicate academic integrity expectations to students through course syllabi, online orientations, and other relevant materials. Emphasize the consequences of academic dishonesty and provide resources for students to seek help or clarification.
- **Plagiarism Detection:** Utilize plagiarism detection software to check student submissions for originality and proper citation. Educate students on the importance of citing sources correctly and provide guidance on avoiding plagiarism.
- **Proactive Monitoring:** Proactively monitor student submissions and online activities to detect signs of potential academic misconduct involving AI tools or unauthorized assistance. Use plagiarism detection software, proctoring services, and other monitoring tools to identify irregularities and investigate suspected cases of cheating. Monitor student activity during exams to prevent cheating and enforce academic honesty policies.
- **Reporting and Investigation:** Faculty should promptly report suspected cases of academic dishonesty to the appropriate committee or department chair. The institution should conduct thorough investigations into reported cases, following established procedures and providing due process to all parties involved.
- **Educational Interventions:** Offer educational interventions for students found guilty of academic dishonesty, such as academic counseling, workshops on citation and academic writing, and integrity seminars. Emphasize the importance of ethical conduct and provide support for students to improve their academic skills.
- **Addressing AI:** Recognize the potential impact of AI on academic integrity and take proactive measures to mitigate risks. Educate faculty and students on the ethical use of AI tools in coursework and emphasize the importance of originality and attribution in academic work.

For more information and guide, please refer to the Guam Community College Student Handbook on Academic Integrity.

Monitoring and Enforcement:

The institution should monitor compliance with academic integrity policies through regular audits, assessments of course materials, and feedback from faculty and students. Any violations of academic integrity should be investigated promptly, and appropriate disciplinary actions should be taken in accordance with institutional policies and the GCC student handbook.

Documentation and Record-Keeping:

Maintain records of reported cases of academic dishonesty, investigations conducted, and outcomes of disciplinary actions. Keep documentation of faculty training on academic integrity policies and procedures, as well as any educational interventions provided to students.

This section shall be subject to periodic review and revision to ensure alignment with changes in academic integrity standards and best practices in distance education. Feedback from faculty, administrators, and

academic committees shall be considered in the review process to improve the effectiveness of policies and procedures.

Copyright and Fair Use in Distance Education

Objective:

The objective of this Standard Operating Procedure (SOP) is to outline the guidelines and procedures for adhering to copyright laws and fair use principles in distance education activities conducted by the Guam Community College.

Responsibility:

It is the responsibility of all faculty, staff, and students engaged in distance education activities to comply with copyright laws and fair use principles.

Background of Copyright and Fair Use:

GCC Copyright and Fair Use Policy 193:

The Guam Community College is required to comply with the Copyright Act of 1976 as amended and the Digital Millennium Copyright Act of 1998.

Copyright law, as governed by the United States Copyright Act of 1976 (17 U.S. Code § 101 et seq.), protects original works of authorship, granting exclusive rights to creators and owners. Fair use, as defined in Section 107 of the Copyright Act, permits limited use of copyrighted material without permission for purposes such as criticism, comment, teaching, scholarship, or research, under certain conditions.

The Digital Millennium Copyright Act (DMCA) of 1998 is a U.S. law that addresses digital copyright issues. It prohibits circumventing copyright protection measures, provides safe harbor for online service providers, limits liability for online infringement under certain conditions, and establishes a notice-and-takedown system for copyright holders.

Guidelines:

Here are a few guidelines to get you started.

- **Obtaining Permissions:** Obtain permission from the copyright holder before using copyrighted material in distance education activities whenever possible. Utilize licensed materials available through authorized sources or the institution's library for educational purposes.
- **Attribution and Citation:** Provide proper attribution and citation for all copyrighted materials used in distance education materials, presentations, or course content. Clearly indicate the source of the material and the copyright information.
- **Limitations on Use:** Limit the amount of copyrighted material used in distance education activities to that necessary for educational purposes, adhering to fair use guidelines. Avoid using copyrighted material for purposes beyond the scope of fair use.
- **Educational Use Only:** Ensure that all copyrighted materials used in distance education activities are used solely for educational purposes and not for commercial gain or other unauthorized uses.
- **Legal Alternatives:** Explore legal alternatives to copyrighted material, such as Open Educational Resources (OER), public domain materials, or materials licensed under Creative Commons licenses, for use in distance education activities.

For more guidelines on determining Fair Use and said provisions, please refer to GCC Policy 193.

Documentation and Record-Keeping: Maintain records of permissions obtained for the use of copyrighted materials, including documentation of licenses, agreements, and attributions. Keep records of distance education materials created and distributed, indicating the sources and attributions of copyrighted materials used.

Accessibility in Distance Education

Objective:

The objective of this Standard Operating Procedure (SOP) is to ensure accessibility and inclusivity in distance education courses delivered through the Guam Community College Learning Management System (LMS), Moodle, in compliance with federal regulations and best practices for Universal Design for Learning (UDL).

Responsibility:

The responsibility for ensuring accessibility in distance education lies with faculty, instructional designers, administrators, and support staff. Collaboration among these stakeholders is essential to implement effective accessibility measures and promote inclusive learning environments.

Background:

Accessibility in education is governed by federal regulations, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). These laws require educational institutions to ensure equal access to programs and services for individuals with disabilities, including online learning materials and technologies.

Higher education accessibility regulations stem from the following guidelines and pieces of legislation including:

- Section 504 of the 1973 Federal Rehabilitation Act and subsequent amendments; - requires higher education institutions to provide appropriate academic adjustments in a way that is not discriminatory against students with disabilities.
- Titles I and II of the 1990 Americans with Disabilities Act (ADA) - ensures physical and academic accessibility at public and private institutions receiving federal funds.
- 1998 amendment to Section 508 of the Federal Rehabilitation Act - ensures that all electronic and information technology of all federal agencies, including public, private and for-profit higher educational institutions, is accessible for all Americans.
- 2016 Web Content Accessibility Guidelines (WCAG 2.0) - requires that web content be accessible to people with disabilities. Accessibility to web content includes visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities.
- 2010 21st Century Communications and Accessibility Act (CCAA) - requires all video and other communication technologies be made accessible to individuals with disabilities, including students.

Guidelines:

1. **Content Accessibility:** Ensure that content is structured logically, uses clear language, and includes alternative text for images and multimedia.
2. **Moodle Accessibility Features:** Utilize built-in accessibility features of the Moodle LMS, such as customizable themes with high contrast options, keyboard navigation support, and compatibility with assistive technologies. Configure Moodle settings to enhance accessibility and usability for all users.
3. **Captioning and Transcription:** Provide captions and transcripts for audio and video content used in distance education courses. Use automated captioning tools or collaborate with captioning services to ensure that multimedia content is accessible to students with hearing impairments.
4. **Alternative Formats:** Offer course materials in alternative formats, such as HTML, PDF, or Word documents, to accommodate diverse learning needs and preferences. Provide accessible versions of textbooks, readings, and other resources to support students with disabilities.
5. **UDL Principles:** Apply Universal Design for Learning (UDL) principles to course design and instructional practices to address diverse learning styles, preferences, and abilities. Provide multiple means of representation, engagement, and expression to promote equitable access to learning opportunities.

For more information and guidance on accessibility, please visit the Guam Community College Accommodative Services Office or contact the Instructional Designer for assistance.

Monitoring and Evaluation:

Regularly monitor the accessibility of Moodle course materials and features using accessibility evaluation tools and user feedback. Conduct audits and assessments to identify accessibility barriers and implement remediation

strategies to improve accessibility and compliance.

Training and Support:

Training and support will be provided to faculty and staff on accessibility best practices, assistive technologies, and Moodle accessibility features. Offer resources, tutorials, and workshops to help instructors create accessible course materials and design inclusive learning experiences.

This section shall be subject to periodic review and revision to ensure alignment with changes in accessibility standards, technological advancements, and emerging best practices in distance education. Feedback from stakeholders, including students with disabilities, shall be solicited to improve accessibility efforts.

Instructional Technology Training

At GCC, we are committed to fostering excellence in distance education by equipping faculty with the necessary skills and resources to effectively integrate instructional technology into their online teaching practices. Our Instructional Technology Training in Distance Education outlines a systematic approach to delivering comprehensive training programs tailored to faculty needs. Through collaborative efforts between the departments, instructional designer, and technology support staff, we strive to empower faculty with the knowledge and tools they need to create engaging and inclusive online learning experiences.

Guidelines:

- **Training Needs Assessment:** Conduct a needs assessment to identify faculty skill gaps and training requirements in instructional technology, ACCJC requirements, or other related needs for distance education. Utilize surveys, feedback mechanisms, and consultation sessions to gather input from faculty regarding their training needs and preferences.
- **Development of Training Program:** Based on the needs assessment findings, develop a comprehensive training program that covers various aspects of instructional technology relevant to distance education. Include topics such as online course design, learning management system (LMS) navigation, multimedia integration, assessment strategies, and accessibility compliance.
- **Training Delivery:** Deliver training sessions through a variety of modalities, including workshops, webinars, self-paced tutorials, and one-on-one consultations. Offer both synchronous and asynchronous training opportunities to accommodate faculty schedules and learning preferences. Utilize instructional technology tools, such as web conferencing platforms and learning management systems, to facilitate virtual training sessions.
- **Customized Training Requests:** Faculty can submit requests for specific training topics or technologies through the GCC website Distance Education webpage. Provide a designated form or portal where faculty can outline their training needs and preferences. Review and prioritize training requests based on faculty demand and strategic priorities.
- **Training Resources:** Develop and curate training resources, such as tutorials, guides, and instructional videos, accessible through the GCC website, Distance Education webpage and the Moodle learning management system. Provide faculty with access to online repositories, professional development libraries, and peer-reviewed journals to support ongoing learning and skill development in instructional technology.
- **Feedback and Evaluation:** Solicit feedback from faculty participants to evaluate the effectiveness of training sessions and identify areas for improvement. Conduct post-training surveys or focus groups to gather insights into the relevance, clarity, and utility of training content. Use feedback data to refine training programs and enhance faculty support services.

Continuous Improvement: This SOP shall be subject to periodic review and revision to ensure alignment with evolving instructional technology trends, faculty needs, and institutional goals. Continuous improvement efforts shall focus on enhancing the quality, accessibility, and impact of instructional technology training in distance education at GCC.

Student training and Orientation to Online Environment

It is recommended that an online student orientation be created and required, along with training for students on the learning management system. An assessment of student readiness for both college level courses and online courses should be required. This information will then be used to guide future student advising, and additional training and orientation processes. Provision of the student handbook (made available online) should be maintained.

In order to ensure that students are well prepared for the rigor of DE courses, students are asked to:

- ✓ Participate in a mandatory student success orientation that teaches student success principals in the online classroom.
- ✓ Use their assigned college email address, so that their faculty members and student support staff can easily communicate with the student in the event that there are issues that directly impact the course/program.
- ✓ Sign an academic honesty policy agreement to ensure compliance with institutional academic dishonesty principals.
- ✓ Meet with an advisor every semester to evaluate their online readiness and that they are engaging in the DE Program, to support the student in their program completion agenda.

Support Staff training

Support staff in MIS, all student support services, administrators and non-teaching faculty will undergo continuous training for process improvement in their respective departments. Training may entail technological, team building and customer service (students, faculty and colleagues) components, to ensure that all aspects of the DE support structure is aligned with provision of high-quality service to all stakeholders.

Facility and Resources

The Learning Resource Center (LRC) librarian administers and maintains the online resources for student and faculty use. Individual student guidance and instruction provided in searching for and using resources such as eBooks and ePeriodicals to help with reference questions, research papers, and other academic and reading needs. A computer lab is made available for student use within the LRC.

Library support staff will participate in continuous training and process improvement to stay abreast of new digital library technologies and will support distance education students by:

- Providing ebooks that are considered essential reference materials by faculty members
- Offering extended hours on weekends and nights to support the needs of DE students
- Having sufficient human resource to support phone and email requests from DE students
- Supporting a chat function as a part of the library (If this feature is incorporated as part of the library service)
- Increasing access to Audio/Visual resources that will support student learning – Library portal may provide access to instructor AV resources.
- Developing and maintaining an online library orientation for DE students to ensure ease of access to library resources.
- Providing access to the library through the LMS

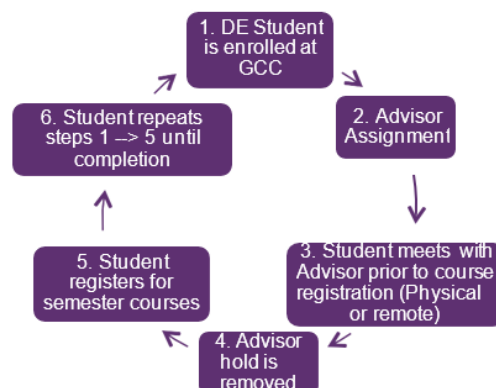
Reach for College provides free tutoring & academic support. Tutoring services is provided via in-person, Google classroom and Google Meet. Students requiring tutoring services are referred to a specific tutor based on the subject. The service is offered daily, Monday through Friday from 8:00am to 5:00pm. Students may sign up electronically or call the Reach for College office for face-to-face tutoring or online virtual tutoring

Admissions / Registration

Establishing mechanisms that ensure online student admissions and registration, financial aid assistance, tuition and fees payment and access to the College ID will be available via the MyGCC portal. Students participating in hybrid courses and programs can also register on campus..

Advising/Counseling

All students participating in DE programs will be expected to meet with their advisors every semester prior to registering for courses as shown below. Advisors / counselors will review the students' progress and make recommendations for the next series of courses. This will ensure that students reduce their time to completion. Advisors will be provided with updated information from the departments offering DE programs, to ensure accurate advising of students. Advisors will notify the department chair in the respective departments in the event that a DE student does not meet with an advisor prior to course registration. Fully online students will require remote advising support, however students enrolled in hybrid courses or programs will be able to obtain advisement services on campus.



Counseling services are accessed through various entry points on the GCC public website. Announcements are made on MyGCC to inform the College community of counseling services and how students may avail of services. Counseling services are provided either by phone call or through a virtual meeting via ZOOM or Google Meet. If students prefer to communicate via email only, that option is provided as well. Face-to-face services are also provided, with walk-ins welcome or by appointment. Virtual and Walk-in counseling services are available Monday to Friday from 8:00 am to 3:00 pm. Students will be contacted in the order in which requests are received during regular hours of operation from 8:00am to 4:00pm. (Closed on GovGuam Holidays. All other hours by appointment only). For more information, please visit <https://guamcc.edu/AssessmentandCounseling>.

Office of Accommodative Services provides services in-person or remotely to GCC students with disabilities. Contact with students occurs via face-to-face, email, phone, and virtual meetings. OAS provides academic support, emotional and informational support to the students served. The OAS provides reasonable accommodations for the classroom and the campus, based on disability. The OAS also provides assistance to help register students online and clarify questions regarding course requirements or other needs concerning enrollment and student issues. For more information, you can visit the following webpage: <https://guamcc.edu/AccommodativeServices>

For technology resources, The College provides a laptop loaner program for students in need. The loaned laptops are configured with a built-in web camera and microphone. The campus network is linked to the Internet via fiber optic line connections from three separate providers that are required to carry the full bandwidth load of one or more providers, should there be an extended outage from any internet service provider. Wi-Fi systems are also installed throughout the campus. Internet bandwidth is monitored and assessed periodically to ensure optimal level of performance.

Health Center, Students taking fully online courses will be exempt from the requirement to have a health certificate clearance unless they will also come on-campus to take courses. Students taking hybrid courses or programs will be required to obtain health clearance, prior to the health “hold” being released from their banner record for the given enrollment semester, and will follow current institutional clearance methods.

Bookstore

Students participating in DE will be able to access their books through the bookstore. Processes to optimize book availability and cost to students include:

- Use of eBooks for courses that are DE
- Bookstore partnership with efficient yet low-cost mailing services to ensure that students obtain their textbooks in a timely yet economical manner
- Easy access to online bookstore inventory – ensures that students are aware of book availability and their costs.

Marketing in Distance Education

At GCC, marketing plays a pivotal role in promoting and advancing our Distance Education (DE) programs. As we strive to expand access to quality education and engage with a diverse community of learners, effective marketing strategies are essential for raising awareness, attracting prospective students, and driving enrollment growth. This sets our commitment to continuous improvement, innovation, and strategic alignment with institutional goals. By leveraging digital platforms, targeted advertising campaigns, and data-driven insights, we aim to enhance the visibility and reputation of our DE offerings, ultimately empowering learners to achieve their academic and professional aspirations. This document serves as a guide for implementing marketing initiatives that align with GCC's mission, values, and commitment to excellence in distance education.

Guidelines:

- **Continuous Assessment of DE Webpages:** Regularly assess DE webpages to ensure they are up-to-date, user-friendly, and optimized for search engines. Review webpage content, layout, and functionality to enhance user experience and maximize visibility in search engine results. Who will do this?
- **Search Engine Optimization (SEO):** Conduct keyword and competition analysis to identify relevant search terms and phrases used by prospective students. Optimize webpage content, including page titles, URL structure, heading tags, meta tags, and descriptions, to improve search engine ranking and increase organic traffic to DE webpages. Who will do this?
- **Maximizing Advertising Potential:** Explore keyword possibilities, advertising campaigns, ad groups, and keywords to target specific demographics and increase conversions for student enrollment. Continuously monitor advertising performance metrics, such as click-through rates and conversion rates, to refine campaign strategies and maximize return on investment.
- **Comprehensive External Marketing Plan:** Develop a comprehensive external marketing plan aimed at attracting external students to GCC's DE programs. This plan should be updated annually or with each new program addition to ensure relevance and effectiveness in reaching target audiences.
- **Internal Marketing Plan:** Develop an internal marketing plan to support current students and faculty, ensuring they are informed and engaged with DE offerings. Incorporate DE marketing messages into all communication channels, including newsletters, emails, and social media platforms.
- **Key Performance Indicators (KPIs):** Outline KPIs, as outlined in Appendix 4 of the strategic plan, to track the efficiency and effectiveness of marketing efforts for DE programs and courses. Monitor KPIs regularly to evaluate the success of marketing initiatives and make data-driven decisions for future marketing strategies.

This SOP shall be subject to periodic review and revision to ensure alignment with evolving marketing trends, institutional priorities, and DE program objectives. Continuous improvement efforts shall focus on optimizing marketing strategies to enhance enrollment and promote the success of DE at GCC.

Online Course Design Checklist Guide

This checklist is an optional assisted guide that is based on standards developed for Quality Matters (<http://www.qmprogram.org>) to assure quality in courses that are delivered electronically. The checklist is to be used as a guide for collaboration between the instructional designer and faculty when designing an online course.

Course Introduction / Overview

| Item | Exceeds Expectations | Satisfactory | Needs Revision | Not Evident |
|--|----------------------|--------------|----------------|-------------|
| Clear instructions are provided to navigate course components | | | | |
| Students are introduced to the purpose, structure, and major outcomes of the course | | | | |
| Netiquette rules and expectations are stated clearly for online discussions, e-mail and other forms of communication | | | | |
| Course and institutional policies regarding academic rights and codes of conduct (and expectations are stated clearly, or a link to current policies is provided) | | | | |
| Prerequisite knowledge and/or required competencies required for the course are stated clearly | | | | |
| Minimum technical skills necessary to participate in the course are stated clearly | | | | |
| Instructor Bio or self-introduction is available online | | | | |
| Instructor contact information is available online and is readily visible | | | | |
| An introductory/ice-breaker activity to help students get accustomed to the course site, and become acquainted with each other and netiquette is present in the course | | | | |
| The complete and appropriate syllabus is uploaded to the site and resides in an area that is easily accessible | | | | |
| A concisely formatted calendar of specific due dates is posted with introductory material | | | | |

Course Introduction/Overview Additional Notes/Comments:

Learning Outcomes

| Item | Exceeds Expectations | Satisfactory | Needs Revision | Not Evident |
|---|----------------------|--------------|----------------|-------------|
| Course learning outcomes describe outcomes that are measurable, and are reflected in the course assignments, exams, and other learning activities | | | | |
| The learning outcomes in the course are appropriate for the level of the course | | | | |
| The module/unit learning outcomes describe outcomes that are measurable and consistent and align with the course-level outcomes | | | | |
| Learning outcomes are written from the student's perspective and stated clearly | | | | |
| Instructions provided to students on how to satisfy the learning outcomes in each lesson are stated clearly | | | | |
| Instructions allowing for student questions regarding fulfillment of learning outcomes are clearly stated, as well as required response time from instructor | | | | |
| To the extent appropriate for the course and content, learning outcomes incorporate and promote relationship and application to career, professional development, and lifelong learning | | | | |

Learning Outcomes Additional Notes/Comments:

Assessment and Measurement

| Item | Exceeds Expectations | Satisfactory | Needs Revision | Not Evident |
|---|----------------------|--------------|----------------|-------------|
| The types of assessments measure the stated learning outcomes, and are appropriately consistent with the course level outcomes | | | | |
| The types of assessments selected are consistent with the course activities and resources | | | | |
| The course grading policy is stated clearly | | | | |
| Assignments are stated clearly and grading rubrics are provided to evaluate students' work and participation | | | | |
| The assessment instruments are sequenced, varied, and appropriate for the student work being assessed, and are aligned to the weekly learning outcomes | | | | |
| The assessments are designed to meet varied learning styles | | | | |

| | | | | |
|---|--|--|--|--|
| Ample opportunities are provided for students to measure their own level of understanding and progress, in addition to obtaining helpful feedback | | | | |
|---|--|--|--|--|

Assessment and Measurement Additional Notes/Comments:

Instructional Materials and Resources

| Item | Exceeds Expectations | Satisfactory | Needs Revision | Not Evident |
|--|----------------------|--------------|----------------|-------------|
| The instructional materials contribute to the achievement of the stated course-level and module/unit-level learning outcomes | | | | |
| The selected instructional materials and the way the materials will be used for learning activities are stated clearly | | | | |
| Resources and materials used in the course are cited appropriately | | | | |
| The instructional materials and chosen text(s) are current and support learning | | | | |
| Instructional materials present a variety of perspectives on the course content | | | | |
| A clear distinction between required and optional materials exists and is clearly explained | | | | |

Instructional Materials and Resources Additional Notes/Comments:

Learner Engagement and Building Community

| Item | Exceeds Expectations | Satisfactory | Needs Revision | Not Evident |
|--|----------------------|--------------|----------------|-------------|
| The learning activities promote the achievement of the stated learning outcomes | | | | |
| Opportunities for interaction and meaningful collaboration exists | | | | |
| Learning activities selected support active learning | | | | |
| Sufficient opportunities exist for learners to communicate with their peers | | | | |
| Sufficient opportunities exist for learners to communicate with the instructor | | | | |
| Classroom response time and feedback for course assignments are clearly stated and available | | | | |
| Requirements for student participation and interaction are stated clearly | | | | |

Learning Engagement and Building Community Additional Notes/Comments:

Course Technology and Navigation

| Item | Exceeds Expectations | Satisfactory | Needs Revision | Not Evident |
|--|----------------------|--------------|----------------|-------------|
| The selected tools and media support the course learning outcomes and are appropriately chosen | | | | |
| Course tools and media support student engagement and active learning | | | | |
| Navigation of online components throughout the course is logical, consistent, and efficient | | | | |
| Technologies in the course are readily accessible, current, and effective | | | | |
| Gradebook is categorized logically and organized consistently across the program | | | | |
| All assignments, discussions, quizzes, and exams are linked to the Gradebook and perform as anticipated. | | | | |
| Grading schemas, point scales, and weighting methods are consistent throughout the course as defined in the syllabus | | | | |
| Discussion board settings meet the approved standards | | | | |
| Assignment settings meet departmental and institutional standards. | | | | |
| Quizzes and exams are accessible, have been tested, and perform as anticipated | | | | |

Course Technology and Navigation Additional Notes/Comments:

Learner Support

| Item | Exceeds Expectations | Satisfactory | | Needs Revision | Not Evident |
|--|----------------------|--------------|--|----------------|-------------|
| Clear information on the institution's technical support services and access to these services is provided | | | | | |
| The institution's accessibility policies and services or links to this information and how to access these services is provided | | | | | |
| The institution's academic support services and other resources that help students succeed have been made accessible in the course | | | | | |
| The institution's student support services (advising, financial aid, counseling, etc.) with their appropriate links and/or descriptors are readily available to the students | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Learner is provided with policy and college contact information in case of any life event, such as accident, surgery, or other circumstance | | | | | |
|---|--|--|--|--|--|

Learner Support Additional Notes/Comments:

Accessibility

| Item | Exceeds Expectations | Satisfactory | Needs Revision | Not Evident |
|--|----------------------|--------------|----------------|-------------|
| Accessible technologies are employed in the course and guidance on obtaining accommodation is provided | | | | |
| Equivalent text-based alternatives for auditory and visual content are provided in the course | | | | |
| The course design facilitates readability and minimizes distractions. (Consistent fonts and other ADA compliant formatting) | | | | |
| The use of assistive technologies (screen readers) is incorporated into the design of the course | | | | |
| Policies regarding emergency outages related to weather and unforeseen circumstances, and emergency options, are included as required reading at the onset of the course | | | | |

Accessibility Additional Notes/Comments:

Overall Course Notes/Comments:

Appendix: DE Update Plan (Five Year) / 2023-2028 DESP

| Year 1 2023—2024 | Year 2 2024—2025 | Year 3 2025—2026 | Year 4 2026—2027 | Year 5 2027—2028 |
|--|---|---|--|--|
| <ul style="list-style-type: none"> • Assess DE governance framework for improvements • Full standardization and adoption of LMS throughout the institution • Review and update of current DE policy • Review and update of policies that strengthen DE at GCC • Budget allocation to financially support DE • Update of DE marketing strategy • Identification and selection of courses to be included in DE • Review and update faculty training for faculty participating in DE courses • Update faculty evaluator training • Update Student Readiness Assessment • Update Faculty / Staff Readiness Assessment • Review and update student support systems and establish improvement strategy • Launch approved DE courses • Assessment of DE courses | <ul style="list-style-type: none"> • Review and continue implementing recommendations that strengthen student support systems <ul style="list-style-type: none"> □ Helpdesk (email 24/7) and phone (during regular office hours) • Advising • Tutoring • Tech Support • Library • etc. • Review and update Online Orientation process • Continue reduction of manual processes and increase automation - Review and update automation (i.e. student registration and support systems) • Review and update DE course development process • Continue and improve faculty and staff DE training • Budget allocation to financially support DE • Assessment of current DE market strategy and development of revised market strategy • Assessment of overall DE implementation process • Examine the feasibility of a DE office • Determine staffing needs of a DE office • Improve Digital Accessibility • Online Proctoring | <ul style="list-style-type: none"> • Asses online student support system and identify opportunities for improvements • Fully develop DE program • Update and conduct DE course assessments • Continued faculty and staff development • Budget allocation to financially support DE • Re-assessment of LMS and its ability to support DE growth. • Assessment of DE Office The office needs to be established first • Performance Evaluation of Instructional Designer(This is done annually using administrator tool), and Program Coordinator (Before we put this PC position in, this needs to be approved by the President. A DE Office also needs to be approved by the President-Ties in with examining the feasibility of a DE office.. | <ul style="list-style-type: none"> • Review of faculty and staff DE training • Assessment of LMS and student technology support • Continued faculty and staff development • Budget allocation to financially support DE • DE course assessment • Continued marketing of DE courses / programs • Identify and approval of new DE programs • Application for substantive change to offer DE - ACCJC • Assessment of DE Office The office needs to be established first • Performance Evaluation of personnel assigned to the DE office The office needs to be established first. Frequency of personnel evaluations are determined by HR | <ul style="list-style-type: none"> • New DE programs and courses continue to be developed • Continued faculty and staff development • Budget allocation to financially support DE • Assessment of DE Office The office needs to be established first • Performance Evaluation of Instructional Designer and Program Coordinator See prior comments • DE 5-year assessment and update of DESP |



Distance Education Policies

**GUAM COMMUNITY COLLEGE
Board of Trustees**

DISTANCE EDUCATION POLICY

WHEREAS, distance education (hereinafter referred to as DE) refers to the practice of providing educational services – either instruction or support services – to students who are physically separated from the individuals providing the service. DE includes the use of computer and Internet-based educational services as well as video and audio services to accomplish the instruction. Institutions use Internet technologies to bring students educational programming in either synchronous (students and the service provider are interacting simultaneously) or asynchronous modes (students and the service provider are interacting without any simultaneous requirement). Educational interactions delivered through these means may occur on campus as well as off campus; and

WHEREAS, DE is also an opportunity for the College and the students to contribute to environmentally friendly practices. Courses that run through DE reduce the use of paper and copying, as resources are available digitally. In addition, students commute to campus less frequently than traditional courses, reducing the use of gas and decreasing related emissions into the environment; and

WHEREAS, DE can be a convenient, flexible, and effective means of providing education. Nearly half of all college students in the United States are of the age group once thought of as nontraditional. They are older working adults or adults seeking initial educational credentials or retraining. Many working adult students with multiple demands on their time find that DE can meet their needs better than campus-based education; and

WHEREAS, in addition to working adults, the traditional-aged college students come to campus with extensive experience through the use of digital technologies in their personal lives and at school. For these students, DE that involves the use of Internet, webcasts, text messaging, and other digital media is comfortable and familiar; however, the College acknowledges that all students, traditional and nontraditional, will benefit from measures put in place to prepare them for structured, academic tasks and an online learning environment; and

WHEREAS, as technology continues to expand worldwide, participation in DE prepares students for future employment; and

WHEREAS, the College has completed a Distance Education Strategic Plan.

NOW, THEREFORE, BE IT RESOLVED, that this document serves as a policy for the College to support the Policy on Distance Education and Correspondence Education of the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC) (Revised August 2012); and

Page 2: GCC Board of Trustees Policy 340 – Distance Education Policy

BE IT FURTHER RESOLVED, that a manual will be developed based on this policy. Discussions will be held with stakeholders during the development of the manual and will include an assessment of student preparedness for DE and a consequent approach to meeting student training needs that is applicable to the current times. The manual will include specific forms, and other detailed processes that are necessary to ensure the policy is implemented.

Amended & Adopted: September 9, 2022
Resolution 11-2022

Amended & Adopted: February 16, 2018
Resolution 1-2018

Adopted: July 7, 2010
Resolution 7-2010

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ONLINE POLICY

WHEREAS, the College recognizes the need for standards governing the use of the internet by both employees and students; and

WHEREAS, current standards do not specifically apply to the network usage as College property; and

WHEREAS, such Online Policy will provide parameters within which both employees and students must operate;

NOW, THEREFORE, BE IT RESOLVED, that in the use of the College's network, hardware, and software it is the Employees' and Students' responsibility to commit to the parameters as outlined in the Online Procedures document and promote such practices on the campus. The Board of Trustees adopts the Online Procedures as developed through the College's governance process, updated as deemed necessary and appropriate.

Reviewed, no changes: March 26, 2021
Reviewed & Adopted: July 15, 2016
Resolution 9-2016

Reviewed & Adopted: July 24, 2014
Resolution 37-2014

Adopted: December 2, 2009
Resolution 5-2010

**GUAM COMMUNITY COLLEGE
Board of Trustees**

DIGITAL RESOURCES POLICY

WHEREAS, digital resources refer to the use of computer, mobile and other web-based educational resources such as e-books, e-textbooks, mobile apps, web tools, web resources and other digitally accessed materials/programs; and

WHEREAS, digital resources are convenient, flexible, current and cost effective in providing learning resources; and

WHEREAS, the college supports the use of open source material in classroom delivery to lower costs for students and the college; and

WHEREAS, the access of web-based tools and resources in the classroom should be secured, unfettered and immediate.

NOW, THEREFORE, BE IT RESOLVED, that Guam Community College will encourage, support and provide resources, as available, for the use of, and access to, digital resources (i.e., e-textbooks, e-books, mobile apps, web tools and other electronic resources) to transform teaching in all programs and classes.

Reviewed, no changes: March 26, 2021

Adopted: April 12, 2018

Resolution 4-2018

Policy on Distance Education and on Correspondence Education

January 2024

The Commission holds the same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality and promoting equitable outcomes. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites. This policy reflects the federal regulatory requirements regarding distance education and correspondence education in accordance with the following definitions.

Definition of Distance Education (34 C.F.R. § 600.2.)

Distance Education means:

- (1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.
- (2) The technologies may include:
 - a) the internet;
 - b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - c) audioconferencing; or
 - d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).
- (3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.
- (4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
 - a) Providing direct instruction;
 - b) Assessing or providing feedback on a student's coursework;

- c) Providing information or responding to questions about the content of a course or competency;
 - d) Facilitating a group discussion regarding the content of a course or competency; or
 - e) Other instructional activities approved by the institution's or program's accrediting agency.
- (5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
- a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
 - b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Definition of Correspondence Education (34 C.F.R. § 602.3.)

Correspondence education means:

- (1) education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.
- (4) correspondence education is not distance education.

Policy Elements

- Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission (Standard 2.1).
- Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education (Standard 2.2, 2.6).
- Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education (Standard 2.2).
- Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment (Standards 1.4, 2.9, 3.9).

- Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education (*Policy on Substantive Change*).
- Institutions must have processes in place establishing that a student who registers in any course offered via distance education or correspondence is the same student who academically engages in the course or program.¹ [Required documentation for Standard 2]
- The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.² [Required documentation for Standard 2]

Adopted June 2001; Edited August 2004; Revised June 2005, January 2010, June 2011; Edited August 2012; Revised June 2021; Edited January 2024.

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¹ 34 C.F.R. § 602.17(g)

² 34 C.F.R. § 602.17(h)