

# Porterville College



# Online Teaching Handbook

2015-2016

Approved by Academic Senate \_\_/\_\_/\_\_

Rev. 4

This edition of the Porterville College Online Teaching Handbook contains helpful information, resources, policies, and procedures pertinent to instructors at the College who are teaching an online or a hybrid course. Technology and regulations change frequently, and as the topics in this handbook relate to these issues, the policies, procedures, and suggestions herein are subject to change at any time. This handbook will be revised regularly to stay current with issues for which it might be impacted. This handbook is available as a PDF document requiring a PDF reader. It is available in alternative media upon request to the Distance Education Coordinator at [sphinney@portervillecollege.edu](mailto:sphinney@portervillecollege.edu).

**Contents**

**Policies and Guidelines ..... 1**

- Regular & Effective Contact..... 1
- Authentication ..... 1
- Accessibility ..... 1
- Copyright ..... 2
- Drop Policies ..... 2
- Syllabi ..... 3
- Getting Students Started..... 3
- Academic Honesty ..... 3
- Student Conduct..... 3
- Office Hours..... 4
- Faculty Evaluations ..... 4

**Faculty Support ..... 4**

- Training..... 4
- Course Development Support ..... 4
- Technical Assistance ..... 5
- College Representation ..... 5
- Contacts ..... 5

**Things to Consider ..... 5**

- Student Orientations ..... 5
- Proctored Exams ..... 5
- Saving Class Data..... 6

**Class Resources ..... 7**

- Library Resources ..... 7
- Tutoring Resources..... 7
- Online Courses Website..... 7
- Online Student Services ..... 7

**Appendix A (Regular and Effective Contact Policy) ..... 8**

**Appendix B (Online Course Accessibility Checklist)..... 12**

**Appendix C (Sample Initial Email to Students) ..... 13**

**Appendix D (Proctored Exam Cover Sheet)..... 14**

**Appendix E (Web Resource List)..... 15**



### **Regular & Effective Contact**

One thing that differentiates a distance education course from a correspondence course is the student and instructor contact. Title 5 specifically requires that distance education courses, both fully-online as well as hybrid courses, include regular instructor-initiated contact with students. This is one way that instructors can keep tabs on student progress and participation. It also opens the door for students to ask questions. All online and hybrid classes at Porterville College must include regular and effective contact between instructors and students. Please refer to the Regular & Effective Contact Policy (Appendix A). You should also review your course's outline of record. Contact your division chair if you don't have a copy.

### **Authentication**

Recently, national attention has been focused on the identity of students who take online courses. The 2008 reauthorization of the Higher Education Opportunity Act requires that institutions ensure that students who receive credit in online courses are the same students who complete the work. One method that Porterville College has introduced to ensure this is by requiring students to login through InsidePC to access their online course in Moodle. Login through InsidePC requires use of a college issued username and password, which is considered more secure. Online instructors are required to use Moodle as the entry point to their online courses so that this InsidePC login is maintained. For more suggestions read, *Best Practice Strategies for Promoting Academic Integrity in Online Education*, at [wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf](http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf).

### **Accessibility**

Online and hybrid courses, as is true of all our courses at Porterville College, must be accessible to every student regardless of a student's disability. Federal regulations stipulate that with online courses the access must be built into the course from the outset and not simply added when needed. Online and hybrid faculty at Porterville College should complete the online workshop on accessibility. This workshop is offered at least once per academic year. Email notifications about the workshop are sent to both full and part-time faculty. You may also wish to refer to the Online Course Accessibility Checklist (see Appendix B) to help you verify that your content is accessible. If you've completed the workshop and still have questions, contact Sarah Phinney, the Educational Media Design Specialist, at 559-791-2380 or at [sphinney@portervillecollege.edu](mailto:sphinney@portervillecollege.edu).

## **Copyright**

Instructors are responsible for making sure that their course materials are used in a manner that is compliant with copyright laws. It's also a good idea to discuss with students the importance of following copyright laws and the potential consequences of not abiding by them. You can even combine this with information about properly citing sources and other issues of academic honesty.

## **Drop Policies**

Many online instructors have a no-show drop policy in place that requires students to participate in an activity (e.g. discussion posting, syllabus quiz, etc.) within the first week of the semester, and we recommend this activity take place early in the week. Students who fail to complete the activity are notified by email and given 24 hours to respond or else they are dropped. You might want to include an alternate participation activity for your waitlisted students, so you could also drop waitlisted students who are not participating. Make sure you clearly explain this "opening-activity drop-policy" in your initial email to the students. This policy helps you to comply with Title 5 of the California Ed. Code, which requires that you drop students who have never participated in your online class by the first census date. It also helps you in purging your roster of inactive students.

Another strategy for maintaining engaged students, and also complying with Title IV of the federal Higher Education Act, is to require active participation throughout the course. One suggested policy would be to require that students participate in a course activity (e.g. forum posting, assignment submission, message sent to you, etc.) at least once every two weeks. If a student fails to participate for two-consecutive weeks, the instructor should attempt to contact the student and then drop them if they are not-responsive. Of course more frequent participation is encouraged and expected, but the two-week minimum would be the trigger for dropping.

Make sure that students are made aware of this policy. You should also specifically spell out what constitutes participation (e.g. forum posting, assignment submission, message sent to you, etc.). Be sure and keep a record of the last date that a dropped student participates in your course. This last date of attendance (LDA) will be used in determining the amount of Title IV refund for which we are responsible, if that student is receiving financial aid. You must be able to document the LDA, which is just one reason that it is important to keep student participation records.

## **Syllabi**

The course syllabus serves as a core document in an online class. You should take ample time and great care in crafting your syllabus. It should be thorough enough to orient the new student to how your course is structured, the academic requirements of the course, procedural matters of the course, the course calendar, and it should include information for students wishing to locate Porterville College resources. In addition, your syllabus should contain a statement regarding student services for the disabled. The following statement is provided by the Disability Resource Center:

*If you have a disability that may require assistance or accommodation, or you have questions related to any accommodation for testing, note takers, readers, etc., please notify the instructor as soon as possible. Students may also contact the Disability Resource Center (559-791-2215 or TDD: 559-791-2436) with questions about such services.*

## **Getting Students Started**

Prior to or on the first day of the semester, you should send an initial email to the students in your class with instructions on how to login. It is best to send the email a few days before the start of the semester if you can. A sample email message is included in the appendix (Appendix C). To send email to your entire class you can either use the class email function in Banner, or alternatively you could use the Quickmail tool in Moodle.

## **Academic Honesty**

It is strongly recommended that you either engage students in a discussion of academic honesty or clearly explain student responsibilities for academic honesty or both. You can link to the KCCD board manual section that defines plagiarism and cheating, in Appendix 4F8D at [www.kccd.edu/download/328#Page=143](http://www.kccd.edu/download/328#Page=143)

## **Student Conduct**

You should also clearly define the standards for student conduct in your class. You can provide links to the board policy manual section 4F8 on student conduct at [www.kccd.edu/download/328#Page=52](http://www.kccd.edu/download/328#Page=52) and also to the KCCD Computing and Network Use Policy at [www.kccd.edu/sites/kccd.edu/files/KCCD%20Computing%20and%20Network%20Use%20Policy.pdf](http://www.kccd.edu/sites/kccd.edu/files/KCCD%20Computing%20and%20Network%20Use%20Policy.pdf). We also recommend that you remind students of your specific expectations for class conduct, specifically in terms of the online class (e.g. using abbreviations in forums, flaming, dealing with disagreements respectfully, use of all caps, etc.)

## **Office Hours**

Though office hours may not take place in a physical space for online classes, full-time faculty are still required to hold office hours for online students and adjunct are strongly encouraged to do so. Many online teachers hold virtual office hours at scheduled times using a chat tool. Others like to encourage online students to call them, or stop by their office during scheduled campus office hours.

Whatever your preference, it is important to offer your online students the opportunity to meet, chat, or talk to you in real-time. A situation that may take days to resolve through asynchronous methods, might be able to be resolved in a matter of minutes through a real-time conversation. If your chat tool is not private, be sure your students are aware of that and suggest alternative methods to reach you for private conversations.

## **Faculty Evaluations**

Refer to your contract for the latest protocol in conducting online faculty evaluations. Contact your dean if you have any questions.

# Faculty Support

## **Training**

Online and hybrid instructors have multiple opportunities to participate in a number of different professional development activities offered free of charge. Frequent workshops include an online Moodle workshop and an online accessibility workshop. Online and hybrid faculty are expected to complete both of these workshops which are offered on a regular basis. Throughout the semester online technology workshops are offered, many of which may be of interest to online or hybrid instructors. Also look for workshops offered after the spring semester and before the summer intersession. Notifications about workshops are sent to all full and part-time faculty at their college email address.

## **Course Development Support**

For online course development assistance, contact the Educational Media Design Specialist (EMDS). The EMDS has experience in both the technology and pedagogy of online and hybrid course design and teaching. The EMDS is located in the Library in room LIB-438, by phone at 559-791-2380, or by email at sphinney@portervillecollege.edu.



## **Technical Assistance**

For faculty technical assistance during weekdays, you can contact the EMDS. For evenings and weekends, or for students' technical support please contact the KCCD Help Desk at 877-382-3508 or go to [support.kccd.edu](http://support.kccd.edu). We are unable to provide support to publisher's sites.

## **College Representation**

Online and hybrid faculty have a number of groups that they can turn to when they need a voice on campus. The Distance Education Committee, a sub-committee of the Academic Senate, is a good place to go for many questions or concerns you may have about your online class. For contractual matters contact your CCA representative. For academic concerns you may want to contact your dean or the Academic Senate.

## **Contacts**

24/7 Technical Support for Online Students & Faculty: 877-382-3508 or [support.kccd.edu](http://support.kccd.edu)  
Technical & pedagogical support to faculty: 559-791-2380 or [sphinney@portervillecollege.edu](mailto:sphinney@portervillecollege.edu)  
Proctoring Services: 559-791-2227 or [charlene.whitfield@portervillecollege.edu](mailto:charlene.whitfield@portervillecollege.edu)  
Disability Resource Center: 559-791-2215  
Library, Reference Assistance: 559-791-2370 or [lebarker@portervillecollege.edu](mailto:lebarker@portervillecollege.edu)  
PC Web Administrator: 559-791-2232 or [rmorgan@portervillecollege.edu](mailto:rmorgan@portervillecollege.edu)

## **Things to Consider**

### **Student Orientations**

At the start of each semester, the EMDS offers an orientation for online students through Web conferencing. This is a generic orientation that goes over some of the basic features of using Moodle as a student. Some instructors also include their own orientation for students, during which they go over the specific details of their course. This could be done through Web conferencing or it could be done on campus. If you do it on campus, you may want to have it recorded so it could be shared online for students who could not make it in person.

### **Proctored Exams**

If you decide to include proctored exams in your online courses, your local students can utilize the proctoring services in the Porterville College Learning Center. If your students will be taking proctored exams at the Learning Center, please allow a window of at least 72 hours for the exam so that the proctor can schedule all of the students. Also, be sure to email the class roster to Charlene Whitfield, the Learning Center Technician (LCT), at [charlene.whitfield@portervillecollege.edu](mailto:charlene.whitfield@portervillecollege.edu), at least two-weeks before the first student takes

the exam. This is to allow the proctor to verify student IDs against the roster.

If your exam is online and there is a required password needed to access the exam, please email the password to the LCT, Charlene Whitfield, at least two weeks before the exam start date. If you are using a paper exam, you should hand-deliver the exam to the LCT at least two weeks before your exam start date. Accompanying the paper exam should be a cover sheet that outlines your examination rules. See Appendix D for an example cover sheet that you may copy and use. Instructors must pick-up completed exams in person from the LCT.

It is also very important that at the beginning of the term you inform your students of the following conditions:

- ◆ Students must schedule their exams 2 weeks in advance of the exam date.
- ◆ Walk-ins will not be accommodated.
- ◆ To schedule an exam date students must contact Charlene, by either calling 559-791-2227 or by emailing [charlene.whitfield@portervillecollege.edu](mailto:charlene.whitfield@portervillecollege.edu) with the subject line “proctor”.
- ◆ Students must bring a current photo ID when they show up for the exam. Note: The name on the ID must match the name they are registered under for the class.
- ◆ No food or drink is allowed in the Learning Center.
- ◆ All cell phones must be turned off.
- ◆ Proctoring is done in an area with other activity occurring and so there is likely to be some noise.

### **Saving Class Data**

At the end of the term you should save important Moodle course data to an external location outside of Moodle. Examples of such data might include student grade details and significant course communication. The best way to save this data would be to either copy it from Moodle and paste it into Word and save it, or print out hard copies for saving. Consider this saved information your first resource to turn to if there is ever a grade dispute. You may also wish to backup your entire course and save it to a disk or a flash drive for safe keeping. You can do this using Moodle’s backup procedure. Although Moodle does backup your courses regularly, it is always a good idea for instructors to have their own backups. If you are unsure how to backup your course, contact Sarah Phinney, the EMDS, for assistance.

## Class Resources

### **Library Resources**

You and your students have access to many library resources from any computer with an Internet connection. The Porterville College Library Website is located at [www.portervillecollege.edu/about-pc/library](http://www.portervillecollege.edu/about-pc/library). Some of the resources that you have access to include eBooks, magazine and journal databases, and the PC Library catalog. To access this online information, users will need usernames and passwords which can be obtained in the Library. If you or a student is unable to get to the campus, please contact library staff for assistance to these resources by calling 559-791-2318. For you or students' reference assistance, contact the Reference Librarian, Lorie Barker, at 559-791-2370/ [lebarker@portervillecollege.edu](mailto:lebarker@portervillecollege.edu).

### **Tutoring Resources**

All Porterville College students can utilize tutoring services provided at the Learning Center, located in the Learning Resource Center. These services are currently only available on campus. Students can find out more by calling 559-791-2227. For online tutoring, students can look into the services provided by the Porterville Public Library. Please refer to the Porterville Public Library Website at [www.ci.porterville.ca.us/depts/Library/resources.cfm](http://www.ci.porterville.ca.us/depts/Library/resources.cfm) for more information.

### **Online Courses Website**

Located at [www.portervillecollege.edu/online/online-courses](http://www.portervillecollege.edu/online/online-courses), online students will find many helpful resources. They can take a self-assessment to see if they are ready for an online class. They can read suggestions from their peers who have taken an online course at PC. There is a Moodle guide that gives students an orientation to using Moodle for their online class. And they can find answers to frequently asked questions about online classes. Be sure and include a link to this page in your opening email to students. You might even want to include an orientation quiz that incorporates some of this material at the start of your course.

### **Online Student Services**

There are a number of different services available to online students. Online students are encouraged to go to the Online Student Services web page at [www.portervillecollege.edu/student-services/student-e-services](http://www.portervillecollege.edu/student-services/student-e-services). If students have further questions they can contact an advisor by sending an email to [mvega@portervillecollege.edu](mailto:mvega@portervillecollege.edu).

### Regular and Effective Contact Policy

In fully online and hybrid courses, regular and effective contact from the instructor ensures that students receive the benefit of consistent instructor presence as a provider of course content and instructional information, and as a facilitator of student learning. In addition, regular and substantive interaction between the instructor and students affects retention, success, student authentication, financial aid, and college accreditation. Therefore it must be demonstrable and documented, and a college-wide policy that provides guidelines must be in place. This document provides that policy and helps guide instructors in maintaining this crucial element in their courses.

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#### Definitions

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**“Distance education”** (DE) refers to any course for which some or all of the specified contact hours are not regularly scheduled, that uses one or more technologies to provide instruction to students, and in which there is regular and substantive interaction between the instructor and students.

**“Fully online courses”** are DE courses in which none of the contact hours are regularly scheduled.

**“Hybrid courses”** are DE courses in which some but not all of the contact hours are regularly scheduled.

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#### Instructor Initiated Contact

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State guidelines emphasize that instructors are responsible for initiating contact with students. This makes sense, of course, as students could easily fall through the cracks because they are unwilling, unsure, or confused about contacting the instructor. At the very least instructors in fully online and hybrid courses should regularly contact students to make sure they are involved in the following:

- Accessing course content.
- Comprehending course content.
- Regularly participating in the course activities.

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#### Types of interaction

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There are many different types of instructor-initiated interaction that could occur in online and hybrid courses. The types of interaction that an instructor chooses will depend on many

things, including but not limited to the purpose of the interaction, the target recipient(s), established norms or policies in the course, and the need for reasonable caution. For example, if an instructor wishes to use bulk text messaging to remind students of assignments, employing applications such as Remind.com will facilitate such a task without revealing the instructor's private cell phone number. However, instructors may use any combination of the following examples of instructor-student interaction that seems appropriate for the needs of the course:

- Email
- Private messaging system within the learning management system
- Discussion board posting
- Regular announcement through the learning management system announcement tool
- Live online chat (CCCConfer, Moodle Chat, Skype, etc.)
- Timely feedback on submitted work
- Telephone
- Text message (SMS)
- Instructor-prepared lectures or lecture material
- Instructor-assigned student work
- Feedback on student work

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## Frequency of Interaction

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The amount of instructor contact hours, per-week, in a distance education course should be comparable to that in an equivalent face-to-face section. However, due to the nature of distance education, the contact will be distributed in a manner that ensures regular contact throughout the week and for the duration of the term. As indicated in KCCD Board Policy, at a minimum, instructors should interact with students twice each week.

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## Establishing Expectations

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Instructors should respond to student questions, emails, and other communication initiated by the student within 48 hours. Ideally, the division should work with instructors to establish an overarching policy for instructor contact with students, based on guidelines in this document. Once established, these policies will be explained in the course syllabus and/or other course documents as deemed appropriate. Also, this document shall include information on

how the students can contact the instructor, with at least two separate methods for contacting the instructor clearly explained.

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## Unexpected Instructor Absence

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If the instructor will be out of contact for any time not specified in the course documents, the instructor will notify students of the loss of contact and when they can expect regular contact with the instructor to resume. If the instructor's absence will exceed three instructional days (excluding weekend and holidays), then the instructor will submit an absence report so that a substitute can be assigned.

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## Guiding Regulations

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The California Community College Distance Education Guidelines states the following:

**55204. Instructor Contact.**

*In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:*

*(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.*

*(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*

*NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

**Guideline for Section 55204**

*This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.*

*Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.*

*The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define "effective contact" including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.*

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), in the "Guide to Evaluating Distance Education and Correspondence Education," June 2013 edition, states:

*On page 2*

*Definition of Distance Education*

*Distance education is defined, for the purposes of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously..."*

*On page 9*

*Standard II.A.1.a*

*Is there a policy that defines "regular and substantive interaction" for DE courses? (34 C.F.R. § 602.3.)*

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## Conclusion

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By adopting this regular and effective contact policy, Porterville College aims to ensure that students enrolled in distance education classes experience the same quality and amount of support from instructors as those enrolled in face-to-face classes. The only difference is that the types of contact in distance education classes may be significantly more diverse than that of a traditional classroom setting. Ultimately, whether enrolled in online classes or on-ground classes, students remain our focus as we commit to ensuring an excellent educational experience while they engage in coursework at Porterville College.

*Porterville College wishes to acknowledge and thank Antelope Valley College, Mira Costa College, and Cypress College for providing guiding documents and verbiage as we developed this policy.*

## Online Course Accessibility Checklist

### Web Pages

Y / N	Syllabus includes a disability services statement, including the telephone number and Website for the DRC Office.
Y / N	Syllabus includes information on how students should contact you, and also mentions the turn-around time for your reply to their questions.
Y / N	Naming and grouping conventions are consistent within the course site and course documents.
Y / N	Link text is descriptive of the link location (e.g. it does not simply say "click here").
Y / N	All simple graphics (i.e. drawings, photos, graphs, buttons) have text descriptions ("alt" attribute).
Y / N	All complex graphics (i.e. graphs, flow charts, detailed maps, images of a process, etc.) have explanatory text adjacent to the image, or include a hyperlink leading to an explanatory page.
Y / N	Animation on graphics has an educational or motivational purpose and can be turned off by the viewer.
Y / N	Text color contrasts strongly against the background, and color alone is not used to convey meaning.
Y / N	Tables of data include a summary, a caption, and column and/or row headers.
Y / N	Videos have synchronized captions, preferably closed captions, and also audio descriptions if needed and if possible.
Y / N	Audio files have transcripts.
Y / N	Multimedia such as Java applets and Flash movies are keyboard accessible, can be read by a screen reader, and/or have text alternates.
Y / N	All elements are navigable by using the keyboard without simultaneous key-strokes.
Y / N	Outside websites and outside website content that is required has been verified to be accessible.

### Other Content

Y / N	Attached documents, such as Word or Acrobat PDF, have a Web page equivalent or are used only for documents that are intended to be printed. If they are the only option, they are made accessible as per WebAIM's guidelines ( <a href="http://webaim.org/articles/">http://webaim.org/articles/</a> ).
Y / N	PowerPoint files are made accessible as per WebAIM's guidelines ( <a href="http://webaim.org/techniques/powerpoint/">http://webaim.org/techniques/powerpoint/</a> ).

Note: This checklist covers only the most commonly occurring accessibility issues. If additional elements are included, such as Web forms, Excel files, outside Web pages, or specialized software you will need to address access issues encountered with that content as it occurs. Refer to WebAIM for tips, or consult with PCs DRC or TLC staff.



### Sample Initial Email to Students

Dear Student,

Hi, I'm [instructor name] the instructor for [course name and CRN]. This is an online class and it begins on [first day of class]. You are expected to login on the first day and get started. The first assignment is due on [day first assignment is due]. If you miss the due date on this first assignment you will be dropped from the course to make room for students on the waitlist, so please do not wait to login and get started.

This class requires frequent login to the online class Website, where you will interact with other students and with me, and where you will submit your work on a regular basis. Our assignments and discussions have due dates, and everyone is expected to keep up with the work. It can be a fun and exciting class as long as we all stay caught up! Remember, learning is not a spectator sport so the more you get involved the more you will learn. Read some advice given by former online students here:

[www.portervillecollege.edu/online/online-you](http://www.portervillecollege.edu/online/online-you)

#### **LOGIN INFORMATION:**

To login to our class please go to: <https://inside.portervillecollege.edu/>

You should bookmark the login page so you can easily return to it. To login, you will need to use your college assigned email address and your myBanweb PIN for the "Password" field (this is also the same password that you use to login to your college email).

Once you are logged in, you will see a tab called "My Courses". Click the tab, then find our class and click on it. A new window will open and will take you to the Moodle site for this course.

#### **TECHNICAL SUPPORT AND PREPARATION FOR TAKING AN ONLINE CLASS:**

If you have trouble logging in or if you have any other technical problems during the semester, please contact the 24/7 support center either by phone at 877-382-3508 or at the following website [support.kccd.edu](http://support.kccd.edu).

You should also visit our online courses Website, [www.portervillecollege.edu/online/online-courses](http://www.portervillecollege.edu/online/online-courses), and go through the information found there. Do this before our course begins, so you will be ready to get started with our class on the first day.

#### **TEXTBOOKS**

[List the required and/or suggested textbooks here].

I look forward to meeting you in class! Let's have a great term and stay in touch.

--Your name and contact information goes here

### Proctored Exam Cover Sheet

Instructor's Name: \_\_\_\_\_

Phone # Where Instructor can be Reached: \_\_\_\_\_

Class Title: \_\_\_\_\_

Exam Title: \_\_\_\_\_

Dates Exam is Open: From \_\_\_\_\_ To: \_\_\_\_\_

Time Limit for Exam: \_\_\_\_\_

Check All that Apply:     Open Book             Open Notes             Calculator

Other \_\_\_\_\_

### Web Resource List

- PC Technology Learning Center Website  
[home.portervillecollege.edu/tlc/](http://home.portervillecollege.edu/tlc/)
- PC Online Courses Website  
[www.portervillecollege.edu/online/online-courses](http://www.portervillecollege.edu/online/online-courses)
- PC Library Website  
[www.portervillecollege.edu/about-pc/library](http://www.portervillecollege.edu/about-pc/library)
- Online Course Accessibility Checklist  
[home.portervillecollege.edu/tlc/docs/OnlineCourseAccessibilityChecklist.pdf](http://home.portervillecollege.edu/tlc/docs/OnlineCourseAccessibilityChecklist.pdf)
- Best Practices for Promoting Academic Integrity in Online Education  
[wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf](http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf)
- KCCCD Board Policy Manual  
[www.kccd.edu/board-trustees/board-policy-contracts](http://www.kccd.edu/board-trustees/board-policy-contracts)
- Evening and Weekend Technical Support for Online Classes  
[support.kccd.edu](http://support.kccd.edu)
- @One Training and Online Resources  
[onefortraining.org](http://onefortraining.org)
- CCC Confer Web Conferencing  
[cccconfer.org/](http://cccconfer.org/)