CALIFORNIA COMMUNITY COLLEGES

TIPS News

Technology in Education

TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

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CVC Catalog Grows To Over 3,100 Courses

They visit in the middle of the night or as the sun shines brightly. They search from all corners of the world – at any time. They sea rch for classes by name or location. They search in the CVC Catalog because they always know the classes listed are from an accredited institution, whether public or private, located in the state of California.

Yes, visitors have discovered California Virtual Campus' (CVC) best kept secret. Courses are listed from 86 California Community Colleges, 15 California State Universities, 7 University of California campuses, and 11 private institutions. Courses include those offered via the Internet (online), CD ROM, TV, and audio or videotapes. So, how does this catalog work, you may ask yourself?

Accredited colleges in the state of California are invited to place any distance education courses they have in the CVC catalog. A prospective student may search the database by course description or instructor name and further narrow the search by selecting the type of college they'd like to attend, and the type of course delivery system they'd like to use.

Joseph Georges, Director of the CVC Professional Development Center, states, "To our knowledge, California is the only state whose community colleges host an online distance education catalog serving all segments of higher education, both public and private. We are pleased that during our first year in operation, we averaged approximately 12,000 visitors per month." The catalog is intended as a portal to the courses and programs listed. The California Virtual Campus does not grant degrees or certificates, but does host the Catalog as a service.

One of the features expected to see an increase in use is the 'Subscribe' feature offered in the Catalog. By registering an email address, a visitor will soon be notified when a new course has been posted that fits their area of interest. Other improvements are also in the

continued on page 6 ...

INSIDE

New Course On Collaborative Learning

Learn to use technology to build community

@ONE has recently released its newest faculty-training course, "Collaborative Learning Using Online Tools," available at no cost to the California Community Colleges. This course is for faculty who are interested in incorporating online collaboration strategies and tools in their traditional or distance education classes.

Topics include:

- Effective use of online tools for communication and collaborative learning,
- Differences between asynchronous and synchronous communication tools,
- Enhancing and managing faculty-student and student-student communication,
- Designing online groups and activities.

Complete training materials include a Participant's Guide, Trainer's Guide and supplemental PowerPoint presentation. Trainers can download a folder containing all of the above materials for local adaptation, modification or use "as is." Instructional faculty can download the Participant's Guide for self-study.

For more information, and a link to the download page, go to: *http://one.fhda.edu/services/clo/clo.htm* .

Source: @ONE eNews

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off the wire

SCHOLARS WANT PERMISSION TO COPY ELECTRONIC MATERIALS

The Chronicle of Higher Education

Scholars and library groups pressed the U.S. Copyright Office recently to support amending federal copyright law to explicitly allow for copying and distribution of electronic material.

They want the office to urge Congress to revise the Digital Millennium Copyright Act to specify that a buyer of copyrighted electronic material can resell, lend, or share that material without the copyright holder's consent - a provision known as the first-sale doctrine.

In their license agreements with users of electronic material such as software and databases, publishers have been trying to set limits on the copying and distribution of online material. But speakers at the recent hearing, representing universities and libraries, were seeking to amend the law so that it would override those limits.

James G. Neal, dean of university libraries at Johns Hopkins University, said the first-sale doctrine should permit the reproduction of online material so that it can be shared with students and scholars, like hard-copy material. "The first sale doctrine must be viewed as media-neutral and technology-neutral," he said.

Mr. Neal, joined by Rodney Petersen, director of policy and planning for the information technology office of the University of Maryland at College Park, spoke at the hearing on behalf of the American Association of Law Libraries, the American Library Association, the Association of Research Libraries, the Medical Library Association, and the Special Libraries Association.

The Copyright Office, part of the U.S. Library of Congress, held the hearing in preparation for its report to Congress on February 28, 2001 on the effects of provisions of the digital copyright act having to do with electronic commerce and intellectual property. The act, which became law on October 28, 1998, updated copyright law for a digital environment.

Arguing against changing the first-sale doctrine were the Motion Picture Association of America, Time Warner Inc. and the Association of American Publishers, among others.

Representatives of those organizations warned that extending the first-sale doctrine to digital works could enable widespread

continued on page 8...

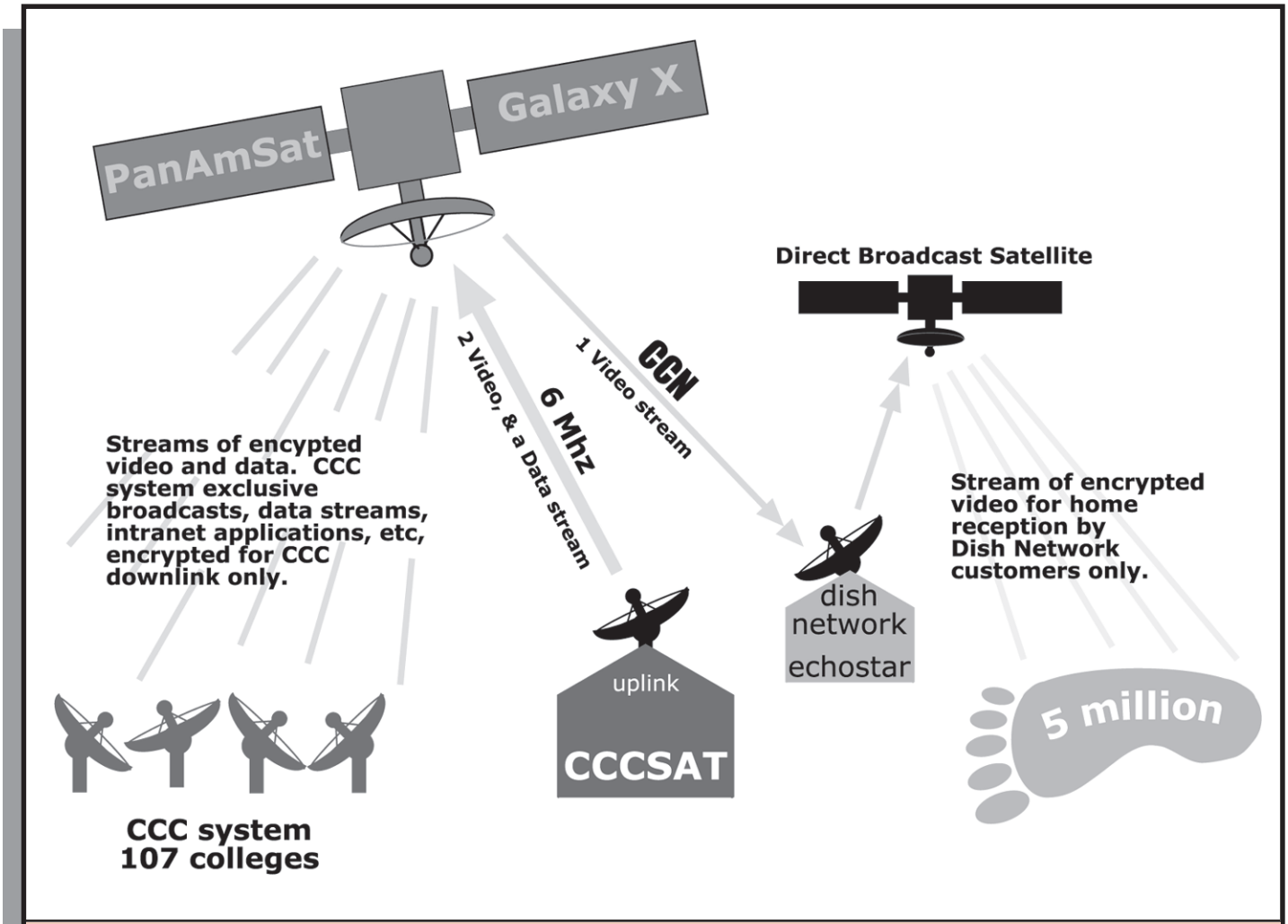
California Community Colleges Satellite Network

New opportunities for education, anytime, anywhere

Utilizing the vast resources of the California Community College (CCC) system, the CCCSAT channel, called the Community College Network (CCN, Channel 9405), will provide informational, educational, and enrichment programming airing 24 hours daily, 7 days a week to over five million households.

CCCSAT is an $8.5 million program established by the Chancellor's Office of the California Communty College system. The CCCSAT Network provides broadcasting infrastructure to connect all 107 California Community Colleges. The DISH Network public access channel will extend the CCC system outreach and offer a variety of quality programming to a national audience.

Echostar Communications is the parent company of DISH Network. The company and its subsidiaries deliver direct broadcast satellite products and services to customers worldwide. New public interest channels are being made available by EchoStar Communications, as a result of a recent FCC ruling requiring direct broadcast satellite providers to reserve certain channel capacity for non-commercial educational and informational programming.



The CCCSAT channel, called the Community College Network (CCN), will provide educational programming broadcast via a public access channel provided by DISH Network.

Guidelines on Minimum Standards for College Technology

A paper by the Academic Senate For California Community Colleges

Community colleges provide students with access to life skills. The ability to understand and utilize information technologies is now a vital basic skill for students. Technology is becoming an increasingly important tool to enhance instruction as well as student services. Therefore, the Academic Senate for California Community Colleges recommends that all California community colleges provide at least the following technology resources to best serve their students.

The following standards should be regarded as the minimum to be achieved as soon as possible by all colleges.

Incorporation of technology into instruction can advance critical thinking skills and promote the ability to adapt in all California community college students.

To be effective, instructional uses of technology must relate to a student's educational and human needs.

Other colleges may wish to go beyond these standards. As local academic senates consult collegially regarding budget, planning and educational policies related to technology, they should ensure that the planning processes and priorities are based upon sound academic principles and educational considerations, and that the first consideration is always to enhance the learning experience of students.

The guidelines that follow are intended to cover a comprehensive collection of tools for instructional technology hardware, software, training, support and services which are essential for state-of-the-art development and delivery of instruction. Administrative uses of technology, such as registration, are not addressed in this document. The hardware and software used for instruction must either be in the hands of individual faculty, or be easily accessible to them. Equipment, training, support and services should meet private sector standards for quality and performance.

Technology is a vital component in the instructional arsenal. Incorporation of technology into instruction can advance critical thinking skills and promote the ability to adapt in all California community college students. To be effective, instructional uses of technology must relate to a student's educational and human needs. It is important when technology is incorporated into teaching to achieve effective enhancement that increases student learning and success.

Technology is not limited to computers. The Academic Senate strongly supports the concept that state-of-the-art equipment and instrumentation are indispensable across the curriculum, especially in vocational areas, for the development of hands-on student skills. However, these technologies are very specific to programs and disciplines and are beyond the scope of the following general guidelines.

Availability of technology is a student access and equity issue. Local academic senates should ensure that their technology policies promote the enhancement of instruction for all students and contribute towards reducing the "digital divide."

Note: While clearly the pace of change is such that any delimited list stands the risk of becoming quickly dated, the need to establish some baseline of expected technological resources is compelling. Local academic senates should be advised that this list is best understood as a minimum as of the date this document was adopted, and should expect future updates.

Policies

The college should have policies and procedures that ensure the following:

1) A college technology plan where the primary driving force is curriculum and instruction.
2) Integration of the college technology plan with the college educational master plan.
3) Collegial consultation with the local academic senate in the development and implementation of the technology plan.
4) Collaboration between the local academic senate and the local collective bargaining agent on instructional technology issues that involve faculty working conditions.
5) Appropriate consideration for students with disabilities as part of the technology plan.
6) Appropriate consideration of student access and equity issues, including impact on diversity, as part of the technology plan.
7) Collegial consultation with the local academic senate in the process to fund the technology plan.
8) Decisions about software and hardware in individual disciplines that are made by faculty exercising their academic judgment and expertise.
9) A computer use policy that promotes accessibility and safeguards academic freedom, while ensuring security and appropriate usage.

10) Web guidelines that safeguard accessibility and academic freedom.
11) Widely available basic training for new users.
12) Ongoing training and staff development in emergent technologies.
13) Adequate and timely support of all technology.
14) Adequate and timely repair of all technology.
15) Comprehensive replacement plans to maintain currency of all technology.
16) Plans and budgets that support the full cost of technology, including training, staff support, maintenance and replacement.

Faculty Office and Local Academic Senate Office Resources

1) Every full-time faculty member should have an appropriate computer on his/her desk. The choice of platform is an academic and professional decision to be made by the individual faculty member.
2) Every part-time faculty member should have adequate access to computers.
3) The local academic senate office/secretary should have a computer and e-mail address.
4) Every computer should be connected to the college network.
5) Every computer should have convenient access to a printer.
6) Every computer should have high speed Internet access and current browser software.
7) Every computer should have e-mail access with software that permits attachment of formatted documents.
8) Every full- and part-time faculty member should have an e-mail address/account that is readily available, and is accessible from both on and off campus.
9) Every computer should have standard office software including current word processor, spreadsheet and presentation packages in addition to e-mail, browser and web authoring.
10) Every computer should have software to access the library catalog system.
11) Every computer should have software to access appropriate areas of the administrative/student record system.
12) Technical support with prompt response time should be available to all users.
13) Every computer should have access to the college/district local and wide area networks.
14) Every computer should have additional software and equipment appropriate to the faculty member's discipline.

College Web Site

1) The college should maintain a web site with adequate server space for the following content:
   - Individual faculty pages.
   - Class related pages for both on-campus and online classes.
   - Department/division pages.
   - Local academic senate pages, including the curriculum committee.
2) The following support should be available:
   - Direct upload access for faculty to the appropriate server area.
   - Technical support for faculty.
   - Design support for faculty to create pages.

Online Course Support

If the college offers online instruction, the following should be available:

1) Web site with direct upload access for faculty to appropriate course server area.
2) Capability for individual faculty and class pages.
3) Capability for listserv, chatroom and threaded discussion.
4) Capability for online tutoring.
5) Capability for online advising.
6) Capability for online financial aid information.
7) Immediate technical support for faculty and students.
8) Course management software and training for faculty.
9) Multimedia software training for faculty.

Campus Computer Labs or Library

Students should have access to the following:

1) Computers for on campus computer instruction.
2) Computers for on campus technology mediated instruction.
3) Computers for computer assignments from any class.
4) Computers for Internet assignments and research from any class.
5) Computers for e-mail communication to instructors (either free on campus e-mail and Internet, or optional off campus access at a reasonable cost).

continued on page 6 ...

Guidelines For Technology

... continued from page 5

6) Computers for access to library catalog system.
7) Library orientation in the use of technology in library research.
8) Technical support for student on campus users.

Campus Classrooms

There should be an adequate number of each of the following:

1) Classroom/labs with individual student computer stations for hands-on instruction.
2) Classrooms with instructor computer/media stations for demonstration.
3) Classrooms with Internet access.
4) Classrooms with computer projectors and sound.
5) Classrooms with smart podium and videoconferencing capability.

Technology Support Services

The college should provide the following resources:

1) An immediate response system if instruction is delivered online.
2) Technical support for hardware and software for students and faculty at home if instruction is delivered online.
3) Technical support for hardware and software for faculty on campus.
4) Web design support for faculty.
5) Instructional design support for faculty.
6) Availability of additional equipment and software for faculty in some central accessible location:
   - Scanners with text recognition
   - Color printers
   - Slide scanners
   - CD ROM writers
   - Laptops for faculty checkout
   - Portable computer projectors for faculty checkout
   - Digital still and video camera
   - Media, drawing, graphic and image manipulation software
   - Studio quality audio and video editing capability
   - Database Internet interfacing capability
   - Streaming audio and video broadcast capability
   - VTML programming capability

Other Technology Resources/Support

1) Videoconferencing equipment and training.
2) Training in the pedagogy and teaching effectiveness of technology.
3) Release time for development of technology mediated instruction and online courses.
4) Staff development support for technology.
5) A program to promote purchase and use of computers at home (e.g., loan program). T

Adopted Spring 2000

Internet Research Strategies For Teaching

Even seasoned Internet users have something to learn from @ONE's online tutorial, "Internet Research Strategies to Support Instruction." This five-lesson, self-paced tutorial is designed for faculty who are interested in using Internet research assignments in their classrooms to fulfill a range of potential student learning objectives, from the practice of critical thinking to the acquisition of technological skills.

Go through the process of conducting research on the Internet, evaluating resources, citing sources of information and developing Internet research assignments for use with students.

MORE INFO:
http://one.fhda.edu/services/irClass/ircourse.html

CVC Catalog

... continued from page 1

works. CVC web database and Catalog designer, Tony Sotos, says, "As we improve the database structure of our website, visitors will see a dramatic speed increase and an ability to add and modify information more easily."

In late December, a new financial aid section was added to the site. The information there will focus on the needs of distance learning students. T

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Logging on with George R. Boggs

Online Technology Helps Community Colleges Treat Students Like Customers

Andrea L. Foster
The Chronicle of Higher Education

George R. Boggs, former president of Palomar College, in San Marcos, Calif., in September succeeded David R. Pierce as president of the American Association of Community Colleges, which lobbies the federal government on behalf of the nation's 1,200 community and technical colleges. Mr. Boggs, who is 56, strongly advocates the use of information technology as a way of promoting learning and teaching. He says such technology particularly benefits disabled, minority, and low-income students -- populations traditionally served by two-year colleges.

Q. Do you believe that community-college students benefit from information technology in a way that most other college students don't?

A. There was some discussion on the part of some liberal-arts colleges about whether they would even move into distance education and online courses. And some of them decided against doing [it], and probably for the right reasons. ... Students come to the campus usually fresh out of high school, it's usually residential, and they're totally immersed in the liberal-arts experience, which is wonderful. But many of our students are part-time students, older students, high-risk students. They're trying to work part time or full time while they're going to school. ... They're commuting students. For them to be able to have access to an online course might make all the difference in the world for them continuing their education.

Q. In what ways do you see advances in the area of information technology changing the face of higher education over the next 10 to 15 years?

A. We've seen a tremendous change already, especially with online courses essentially freeing up college facilities and allowing students to take courses at their convenience, or to work on learning at their convenience. I really think we'll see more emphasis on the needs of the student. I know there's that kind of hot-button terminology in the use of the word "customer." A student is not exactly a customer, but we need to be more student-centered and be more concerned about the convenience of the student. [We should] still hold the student to high standards, and put them through rigorous learning experiences. But some of the bureaucratic things ... are really unnecessary. And students are starting to show that they're not willing to put up with those kinds of things.

Q. How does technology play a role in that?

A. Well, if we can allow students to register, enroll, be admitted, and get financial aid all on the Web, get their grades on the Web page rather than having to stand in long lines or wait for a month to get a transcript -- if we can make those things easier for students, I think it will be a benefit. The whole society is moving this way. ... People are getting less patient with putting up with bureaucracy to get the kind of services they need.

Q. What advances in information technology are colleges failing to take advantage of?

A. There are faculty members at our college that, even though we would have brought a computer to their desk, would not have one. They question the validity of distance education, of online courses. One of our biggest problems is going to be professional development for faculty. This is true throughout education. We're buying a lot of computers for public schools, but the teachers are not getting a lot of training in how to best use this equipment. ... We need to constantly remember that we've got to provide staff development or professional development for our faculty and staff. It can be as expensive as the technology, or even more expensive.

Q. Is there a downside to community colleges' partnering with corporations? Do you fear that they may appear to be pawns of corporations?

A. I've heard that argument before. I guess I'm not overly concerned about that. I think we do need to guard against it. We don't want to appear, for example, that we're helping Microsoft to market their products. But we certainly welcome their support in helping us to educate our students. T

Permission to Copy

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piracy of copyrighted works, and eventually could discourage copyright holders from making their works available electronically.

"We would have an Internet superhighway with no cars because content owners would not want to provide information in digital form," said Bernard R. Sorkin, a lawyer for Time Warner.

Fritz E. Attaway, executive vice president of government relations for the Motion Picture Association of America, dismissed as unfounded the library groups' predictions that scholarship would be threatened by restrictions on the copying of electronic material.

"Those who demand that the D.M.C.A. be reopened and the first-sale doctrine be amended offer as support only speculation about what future technology and marketing practices may develop, and possible hypothetical conflicts that could arise," Mr. Attaway said. "Only time will tell whether any of this speculation is ever proven accurate."

The two opposing views - one of scholars and the other of commercial-media interests - have surfaced before. For example, earlier this year, the groups clashed over whether the Library of Congress should clarify a provision of the digital copyright act to allow for copying of portions of literary, musical, and video materials. In a final rule issued last month, the Library of Congress sided with commercial interests.

And library groups have voiced concerns before about license agreements that limit their use of digital material, notably during debate about the Uniform Computer Information Transactions Act. The legislation, passed in Maryland and Virginia, restricts the rights of software buyers.

Copyright Office officials repeatedly asked the panelists whether their views about the first-sale doctrine would change if technological innovations could destroy a person's copyright-protected material, once it is electronically transmitted to another person.

Panelists were divided on the issue, and Mr. Petersen of Maryland said it raised privacy issues. T

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