

TIPS News



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Palomar Gets \$8.5M Satellite Broadcast Grant

Gary Warth,
Staff Writer, North County Times

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SAN MARCOS - Palomar College has been awarded an \$8.5 million state grant for a program that will enable community college students statewide to earn credit while watching classes broadcast from its San Marcos campus. The classes will be produced by community colleges throughout the state.

Palomar President George Boggs said that it is the largest grant the college has ever received for a single project.

"I think it reflects well on the college that we were selected from all community colleges to be the host,"

Boggs said.

The college will receive \$500,000 this fiscal year and \$2 million annually for the following four years, according to Palomar's TV College coordinator Marlene DeLeon.

Sherry Hargraves, the educational television manager who wrote the grant application with other staff members, said a 9-foot-wide satellite dish should be in place on the San Marcos campus by May 31, 2000.

At that time, she said, Palomar will kick off its first year of satellite broadcasts by beaming taped classes to the other 105 community colleges

throughout the state.

Students enrolled at those colleges will register for the classes, which will be available on tape or live in their classrooms, Hargraves said.

By 2002, the plan calls the launch of another channel that will go directly to homes throughout the state, she said.

"We'll start from the ground up to create a network delivery system, ideally to every home to every Californian," Hargraves said

Distance learning, or taking classes through the Internet or by

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Sensory Overload at Las Vegas NAB

Charles Mawson
Satellite Communications Analyst: CCCCCO

What does it feel like to have sensory overload? What does it feel like to be a sardine in a can? What does it feel like to lose count of how many vendors there are and know it is impossible to visit all of them? Go to the next National Association of Broadcaster's Conference (NAB) in Las Vegas and find out.

Each year for five days in early April over 100,000 people attend the NAB Conference in Las Vegas

It is a "must attend" conference

for anyone involved in their college's use of radio, television or satellite. All of the latest equipment is displayed in two large conference centers, each the size of several football fields. Additionally, there were over 100 sessions, keynotes and special events held at the conference.

Add to the above the spectacular hotels, free light shows, water fountains and other activities and the potential for sensory overload becomes clear. ☹

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New Teaching Certificate for Online Instructors

Shonan Noronha
Editor, Teleconferencing Business

(First published in Teleconferencing Business magazine, September/October 1998)

California State University (CSU), Hayward, has launched a certificate program that will train instructors who want to learn how to teach online. The new program, reportedly the first of its kind in Northern California, is a fourcourse, 18 unit certificate program designed to meet the needs of educators, trainers and professional developers who are planning to operate in a virtual classroom environment.

An introductory course was offered in the summer, and according to Dr. Jodi Servatius, professor of Education and director of the Faculty Development Center, enrollment has already exceeded expectations. Forty-eight instructors registered for the five-week introductory course in the summer, and 31 students have opted to continue with the three additional courses required to complete the certificate program. "Teaching online takes different skills than teaching in a normal classroom," said Servatius. "These classes build a comprehensive foundation for teaching online. This includes not only an introduction to the online teaching environment, but practical teaching strategies, curriculum design ideas, assessment techniques, and how to consider and select technology tools."

All aspects of the program are

conducted online—program information, registration, lectures, assignments, handing in homework, doing research, groupwork, and "even the Student Union which we call the Haywire Lounge," reported Servatius.

Convene International provides all the technology training for the instructors and helps them get the

course up and running. "They provide students with the software. They conduct one-week orientation sessions so that all students come prepared to learn the material on the first day of class. They also provide the help desk (seven days a week), so instructors don't worry about answering technical questions.

We use their server for course materials. They also host our informational and registration website.

"They have really been our partners in developing this program," explained Servatius.

According to Dr. Graw, associate vice president of Extended and Continuing Education for CSU Hayward, "We hope to expand the certificate program into a 45-unit Master's Degree in online instruction."

For more information on the Certificate Program in OnLine Teaching, go to the CSU Hayward web site at <http://www.online.csuhayward.edu/>.



"Teaching online takes different skills than teaching in a normal classroom. These classes build a comprehensive foundation for teaching online."

Copyright and Intellectual Property

Judith U. Boettcher
Corporation for Research and Educational Networking

One question that seldom, if ever, came up until recently is "Who owns academic courses?" Another question edging into our collective consciousness is, "Should faculty retain copyright ownership of their research publications?" This question was almost unthinkable in the past; and now? At the Syllabus seminars on distance learning, participants always generate a list of hot topics. The topic of intellectual property always appears on the list, sometimes first, sometimes last, but always on the list.

With the recent passage of the Digital Millennium Copyright Act on October 28, 1998, issues of copyright, and particularly those within distance learning environments, are scheduled to be discussed in public hearings this spring. The Copyright Office will be consulting with various groups on "how to promote distance education through digital technologies...while maintaining an appropriate balance between the rights of copyright owners and the interests of users." Recommendations from this study are due in Congress by the end of April 1999. If you are very interested in supporting the extension of fair use to distance learning through the digital technologies, you may want to join this discussion. (Follow the links on the Copyright office page noted below.)

Given these upcoming hearings, I thought that now would be a good time to revisit the issues of copyright and intellectual property, and to consider those issues regarding the Web and distance learning. I am not a lawyer, so keep in mind that these are the thoughts and ruminations of a 30minute expert.

Looking at Copyright: User or Owner?

Faculty generally want to be knowledgeable about copyright from two different perspectives: (1) using mate-

rials, copyrighted by others, for teaching, learning, and research; and (2) developing materials copyrighted by themselves, the university, or by publishers.

When I first started working in education many years ago, most of my colleagues were interested in how and under what circumstances they could safely use materials copyrighted by others. In our new age of Web publishing, distance learning, and "snippet" publishing, faculty are now also very interested in what rights they might have if they become copyright owners themselves.

Section 106 of the copyright law quite clearly states that copyright owners have the exclusive right to do and to authorize the following:

- (1) Reproduce the copyrighted work.
- (2) Prepare derivative works from the copyrighted work.
- (3) Distribute copies of the copyrighted work to the public.
- (4) Perform the copyrighted work publicly.
- (5) Display the copyrighted work publicly.
- (6) In the case of sound recordings, perform the copyrighted work publicly by means of a digital audio transmission.

Note: There was serious discussion about adding the sole right of "digital transmission" to the list of copyright owner's rights. This would have effectively made the use of electronic mail lists very susceptible to being illegal. That right was not added, but it is important to watch the progress of the copyright discussions.

Who Owns Academic Courses ?

Regarding the traditional model of an on campus course, the question of ownership has not even been asked. If it had been asked, it is likely that a faculty member might have said that he or she "owned" it. In the traditional distance learning model of courses, however, in which a team of faculty have developed the course, the

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TIPS_{on} *Accessibility*

Universal Design and the Web

Laurie Vasquez,
Assistive Technology Specialist, Santa Barbara City College

As California Community Colleges continue to develop its capacity for technology based instructional resources and the delivery of distance education, it must proceed with the needs of all students in mind, including the unique needs of students with disabilities.

One way of continuing the "open door" access of community colleges is through the concept of universal design. An approach to creating environments and products that recognizes the diversity of users, regardless of their ability or age. Universal design challenges designers to think beyond a specific code of compliance or set features that limit creativity. In fact, it is merely the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

With this in mind, the advent of distance education has created a new challenge for colleges because in essence they are creating a new group of designers: webmasters creating campus home pages, faculty creating instructional web sites, and department staff creating a web presence for student needs.

Legislation

As a system we have the responsibility to be aware of the existing legislation that speaks to compliance under the law and to do all we can to ensure student success. For example, there is Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, Section 305 of the Telecommunications Act of 1996, and the California Community College Chancellor's Office Regulations on Distance Learning with reference to "student access."

In a complaint by a student that a university had failed to provide access to the Internet, the Office of Civil Rights, United States Department of Education (OCR) discussed what was meant to provide effective communication. In a nutshell,

[T]he issue is not whether the student with the disability is merely provided access, but the issue is rather the extent to which the communication is actually as effective as that provided to others. Title II [of the Americans with Disabilities Act of 1990] also strongly affirms the important role that computer technology is expected to play as an auxiliary aid by which communication is made effective for persons with disabilities.

(Pages 1-2, 1996 Letter; 28 C.F.R. 35.160(a))

In further clarifying what is meant by "effective communication," OCR has held that the three basic components of effective communication are: "timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability." (Page 1, 1997 Letter)

To emphasize our part in this national process for change, a report dated March 9, 1999 from the Chancellor's office was sent to the Office of Civil Rights. This report updated the progress of our system regarding the statewide compliance review conducted by the Office of Civil Rights in January 1998. Of the nine OCR concerns listed and one of many being addressed by the Chancellor's office is the development of distance education and accessibility guidelines.

It is clear we have a responsibility to train our staff and faculty in designing web pages, which reach the greatest number of users. Persons with disabilities can currently use some assistive technologies to navigate web pages, however, "electronic curbscuts" could be provided if the designer includes the basic functionality for access by utilizing web accessibility guidelines. Otherwise, the users access is limited or simply not available.

Remember, accessible web design does not mean plain vanilla pages with a simple font in 40-point type. Providing some obvious alternatives ensures that your creations reach a wider audience.

*" The power of the Web is in its universality.
Access by everyone regardless of disability is
an essential aspect. "*

Tim Berners-Lee, W3C Director and inventor of the World Wide Web

Web Accessibility Guidelines

For the designer of a web page there are many considerations to follow: content, color, images, layout, navigation bar, presentation, style, to name a few. New innovations add audio, video, animation and other interactivity. Where does one start to address the access opportunities?

The Web Accessibility Initiative (WAI), in coordination with organizations around the world, is pursuing accessibility of the Web through five primary areas of work: technology, guidelines, tools, education & outreach, and research & development.

Thorough and in-depth these guidelines are a dynamic work in progress providing a starting point for web designers new to the structure of HTML pages. The guidelines are a multi-layered document meant to give detail on the many sides of web access.

Web Authoring Tool Considerations

Many colleges are choosing authoring tools such as Front Page, PageMill, Claris Home Page, Dreamweaver and many others to aid in the design of web pages. It is important to recognize that many of these tools do not yet incorporate a full feature set of accessibility options for the designer to implement. It is up to the designer to be aware of resources and implement corrections for access that these tools currently lack.

Captioning and Audio on the Web

Multimedia clips, which are becoming more and more popular on the Web, are, for the most part, inaccessible to blind, visually impaired, deaf and hard-of-hearing users.

Course Management Tools

Another area to be aware of that may affect the accessibility of distance education courses are course

management tools. Companies such as Top Class, WebCT, Convene, Real Education and many others are coming to our institutions offering course solutions for faculty going online.

As advocates for all users it is important to ask these companies about the accessibility features they offer for students with disabilities. Are their pages friendly to screen readers? Do they present content in frame or table style? Is the interface of their program flexible should the user with disabilities want to change the presentation for easier navigation? ☹

ON THE WEB *Accessibility*

- **Bobby - Web accessibility checker**
<http://www.cast.org>
- **Web Content Accessibility Guidelines**
<http://www.w3.org/TR/WAI-WEBCONTENT/>
- **Applying the ADA to the Internet: A Web Accessibility Standard**
<http://www.rit.edu/~easi/law/weblaw1.htm>
- **WAI Page Author Guidelines Curriculum**
<http://www.starlingweb.com/wai/one/>
- **Challenges for Universal Design**
http://www.smc.edu/centers/disabledstudent/challenges_for_universal_design.htm
- **National Center for Accessible Media**
<http://www.wgbh.org/wgbh/pages/ncam/webaccess/captionedmovies.html>

Copyright

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answer would likely be that the institution owns the course because it has provided funding for the course. In fact, a course is difficult to "own" or even to copyright, because intellectual work is usually copyrightable "as soon as the work is created and fixed in a tangible medium of expression." Because an idea cannot be copyrighted, it is only the expression of an idea that is copyrighted. Much of what constitutes a course is not "fixed in a tangible medium of expression." Thus, maybe only components of a course, such as a book, or a Web site or exercises can be copyrighted.

As we move to the new teaching and learning environment on the Web, more of the elements of a course are becoming "fixed." Thus, answering this question for traditional courses must be taken more seriously. Many institutions have policies about copyright and faculty ownership of creative works. It is definitely time for all faculty and administrators to be aware of the current policies and to begin a dialogue about what policy is appropriate for their institution, and perhaps for their various programs.

Some institutions have a policy called "work for hire." This means that any work done by a faculty member under contract belongs to the institution. Other institutions have policies about joint ownership and revenue sharing similar to patent agreements. At other times the faculty can negotiate to retain all copyrights—even of instructional materials. This most often is the case with textbooks. In any event, the time to discuss the ownership of any instructional material is before the project gets underway. Some distance learning projects involve a negotiated agreement between the faculty, their institution, and a publisher.

What about the question, "Should faculty retain copyright ownership of their research publications?" This is another question that didn't come across the radar screen until recently. We all have become accustomed to a model in which faculty write research articles,

submit them for publication, and then an institution purchases the research journals that publish the articles. In this model, the faculty turn over the copyright of the articles to the publisher in return for the publishers' work in reviewing, editing, publishing, and distributing the work.

Two trends are causing higher education administrators to question this model. One trend is the steadily increasing cost of academic journals. The cost of many journals has become prohibitive, and institutions find it difficult to purchase those in which their faculty have published. A second factor is the increasing time it takes to ensure that the faculty stay legally within the copyright rules as they guard their own materials. The provost of the California Institute of Technology, Steven E. Koonin, made headlines in September of 1998 when he proposed that faculty no longer hand over the copyright for journal articles to publishers. Subsequent discussion noted that this idea was suggested in March of 1998 by a group that published their views in an article available at the Association of Research Libraries site. A letter to the editor from a senior vice president at Elsevier, a well-known academic publisher, suggested that the

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Copyright

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publisher added value by managing the review and the editing process, and suggested a distinction between the submitted manuscript and the final edited paper. Apparently faculty retained the right to put the submitted manuscript on their own Web site.

In practical terms, what does this all suggest? Faculty, as they become "knowledge entrepreneurs," should consider negotiating with publishers a new set of rights for themselves as with regards to their work. Some of these rights are as follows:

- To retain copyright ownership for their own teaching, learning, research, and speaking engagements. This would include the right to copy, distribute, and perform their own work without being required to ask permission.
- To retain the right to include their material on their personal and course web sites.
- To retain the right, on behalf of the institution, for other faculty at their institution to use the work in similar ways.

Joint copyright ownership of teaching and learning materials may or may not be reasonable. But it is important that we find ways to acknowledge the right of a faculty member to his/her own work, and the right of an institution for reasonable access to the work of faculty members.



Judith V. Boettcher is Executive Director of the Corporation for Research and Educational Networking (CREN). She is also a Syllabus Scholar and contributes regularly to Syllabus magazine.

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Palomar

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television, is not new at the college.

"At Palomar, we've done it for 24 years," Hargraves said. "That's why we thought we definitely were qualified to do it"

Hargraves said about 3,000 Palomar students register in about 30 distance learning courses each year. Those students must live in North County to receive the local station on Cox Cable or Daniels CableVision, although they also can check out videotapes of the class from the school library.

Starting in 2002, students throughout the state will receive that same at-home convenience when the new statewide satellite channel starts operating.

Ultimately, the channel could run for 24 hours and feature lecturers from classrooms taped in community colleges throughout the state, Hargraves said.

Students still would register at their local community colleges to get class credit and, presumably, would tape the class to watch at the time most convenient for them, she said.

The televised classes would not be totally impersonal and would not take the place of actual professors, she said. Each community college would provide a faculty member to lead a set number of seminars, either on campus or through interactive sessions on the Internet.

The grant came from the Educational Services and Economical De-

velopment Division of the California Community Colleges Chancellor's office. Hargraves said after the grant expires in five years, the program should be self-sufficient.

Palomar will buy time on orbiting satellites to bounce the signals it will broadcast from San Marcos, Hargraves said. The college will form a consortium with other school districts and colleges to pay for the satellite time, she said.


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Colleges Keeping Pace

A recent American Association of State Colleges and Universities survey found colleges and universities spent a total of \$2.8 billion on computer hardware and software for the 1998-99 school year. Public institutions averaged \$149 per student, and private institutions averaged \$283 per student.

There is a reason for this spending frenzy. Results of the annual survey show substantial growth in use of technology for academic work.

The number of courses using electronic mail rose more than 11 percent (to 44 percent) since last year, while the number of courses using Web pages for class materials and resources reached 22.5 percent, up nearly 8 percent. Responding to this demand, nearly a third of institutions have formal plans to use the Internet in distance education, an increase of about 25 percent. 

Source: www.aascu.nche.edu/news

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TIPS News focuses on projects funded by the California Community Colleges Chancellor's Office that involve technology in education. *TIPS News* also features other issues concerning distance education in California, including videoconferencing and online learning.

If you have an article suitable for publication in *TIPS News* or are interested in writing material for publication, contact:

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