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Woodland Community College

Distance Education Handbook

Step by Step

The steps necessary to develop a fully online or hybrid course and to secure all necessary approvals are given below.

1. DEPARTMENT CONSULTATION AND APPROVAL

A new online course will have an impact on department offerings, staffing, and long term goals.

2. CURRICULUM COMMITTEE APPROVAL

The [Curriculum Committee](#) requires a "[separate approval](#)" form for distance courses and adherence to the Official Course Outline.

Important notes:

- Submission and approval of the Curriculum Committee's distance learning form is NOT the same as approval of your course by the Distance Education Subcommittee (DES). See the second column on this page for that separate process.
- It is recommended to complete at least some of your Blackboard training before submitting your course proposal to the Curriculum Committee. If you appear before the Committee you'll find that members ask detailed questions about, for example, how your course will ensure instructor-student and student-student interaction (as mandated by the Education Code) and how your course design will minimize the likelihood of cheating.

FEDERAL REGULATIONS ON DE

3. INTELLECTUAL PROPERTY RIGHTS AGREEMENT

A Woodland Community College Intellectual Property Rights Agreement will be agreed upon and is in effect (once it is passed by WCC DES and WCC Curriculum Committee)

4. BLACKBOARD USER COMMUNITY (BUC) TRAINING

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[BUC Training](#) includes the following on-campus workshops:

→(Can WCC Fund these opportunities so that DE can continue?)

- Orientation to Blackboard
- Management
- Communications
- Assignments
- Tests and Surveys
- Grade Center

Certification includes successful completion of the workshops as well as the online course IDST-10, Training for Online Instructors (1.5 units). [Here's how to enroll.](#)

5. COURSE SCHEDULING

Since the print deadline may be far in advance of the completion of training and course development, the DES has approved the scheduling of courses in a timely manner. Faculty must recognize that if training and/or course development are not completed by the appropriate deadlines, the course will be removed from the schedule.

6. COURSE DEVELOPMENT

The longest part of the process; a rule of thumb is to expect to spend roughly 300 hours in developing a 3-unit course.

Planning to use audio or video? Please consult early on with Sukhi Grewal (sgrewal@yccd.edu) or Todd Sasano (tsasano@yccd.edu) at our DSPS office. They can provide transcription and captioning services to make your course accessible. The process is surprisingly simple and, if set up early in the development process, requires little work on the part of the instructor.

ACTION - START THE OFFICIAL COURSE APPROVAL PROCESS BY SUBMITTING YOUR COURSE FOR REVIEW

IMPORTANT! Before you submit your course for review by the DES (Distance Education Subcommittee) it must be "[substantially complete](#)" -- once submitted, a static copy of the course is made for review. Subsequent changes you make in your course will NOT be reflected in the copy! This submission will need to occur BEFORE submission of the revised/new COR in CurricUNet.

1. Check the [Dates & Deadlines](#) page and make sure you submit your course for review in a timely fashion.

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2. Submit a link to the course by using the [Online/Hybrid Course Review Request](#) form found on the DE/Online Learning webpage.

Our Instructional Technologists (Sukhi) will create a static copy of the course. They'll examine it in light of the [Course Diagnostic Standards](#) and send a Course Review report to the Chair of the DES

3. The Chair will send you a copy of the report and provide further instructions on additions or modifications needed to bring the course into compliance with the Course Diagnostic Standards.

4. If in view of the Chair substantial changes are needed, DES consideration of the course will be removed from the upcoming agenda and you will need to begin the course review process from scratch (with submission of a new Online/Hybrid Course Review Request) once the course has been modified. **Warning: Such a delay in approval may mean the course cannot be taught the following semester.**

7. DISTANCE EDUCATION SUBCOMMITTEE DEMONSTRATION

If the Course Review is satisfactory, the course will be demonstrated to the DES by the Instructional Technologists, with the faculty developer invited to be present to answer questions.

1. If the course is approved, it may be taught.

2. If the DES requests modifications, they must be made immediately and the Chair informed of their completion. The modifications will appear on a subsequent DES meeting consent agenda or approved electronically. **Warning: The course cannot be taught until the modifications have been approved by the DES.**

Definitions TO BE REVIEWED/ADOPTED BY DES

Online Course

A course in which 100% of the in-class seat time is replaced by work within the online course site.

Hybrid Course

A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance

learning portion of the hybrid course must provide for “regular effective contact” as defined by the Academic Senate. The hybrid course requires separate approval of both the Curriculum Committee and the DES.

Telecourses and Other Distance Courses

Any non-Internet course in which 100% of the regular in-class seat time is replaced by distance delivery. Some of the requirements that follow may not apply to such courses. Consult the Distance Learning Committee for additional details.

Regular Effective Contact

As per Title V, section 55211(a), all distance learning courses, whether hybrid, fully online, or telecourse, will include “regular effective contact” which Woodland Community College defines as follows:

1. Initiated interaction—

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course activities.

2. Frequency—

(a) Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.

(b) At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students.

3. Expectations—

The instructor’s specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

4. Instructor absences—

(a) If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume.

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(b) In the event of prolonged absence, the instructor will make appropriate arrangements for class continuation.

5. Timely contact—

Online instructors are responsible to respond to students in a timely fashion.

Substantially Complete

Courses presented to the Distance Education Subcommittee must be “substantially complete.”

A “substantially complete” course is one that could be taught effectively without any further additions and throughout the entire term. (Further additions may be welcome enrichments but are not essential.) “Taught effectively” implies that the course already includes all needed elements for effective student-instructor and student-student interactions and also includes required accommodations for disabled students.

Is My Course “Substantially Complete”?

- Ask yourself if your course would be ready to teach the entire semester if you stopped development right now. Would you be willing to teach the course “as is” and would you welcome an official online student evaluation at the end of the term?
- Some elements planned for your course may not yet be in place (such as images or video, or additional quiz questions or Web links you intend to add). The course is not incomplete if you have reading and other assignments, quizzes and discussions, and the presentation content (perhaps a transcript of what you intend to record later) that make up the core of your course. Such a course is “substantially complete.”

FAQ

- Is my course “substantially complete” if I create learning modules for the entire semester but many or most of them are empty (waiting for me to add the various elements)? Wouldn’t the Committee get a good idea of what I intend to do if I just create a few learning modules?

—ANS.: Such a course is not substantially complete. The only way we can tell that your navigation is consistent throughout the term is to see the actual learning modules.

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Completed learning modules demonstrate opportunities for student-student and student-instructor interactions.

- Can't I just show the Committee an outline of the remaining learning modules? Why do I have to have everything in place in advance?

—ANS.: It's easy to underestimate the time needed to completely develop an online or hybrid course. Technical glitches always seem to arise at the worst possible moments, and it is crucial to deal with them BEFORE the course is submitted to the DES for approval.

- But I can finish the rest of the learning modules while I'm teaching the course. Just like with a face-to-face (f2f) course, all I need to do is stay a week ahead of the students!

—ANS.: The online environment is fundamentally different than a f2f class. Online classes function as a "whole," and it is crucial that all elements be developed prior to launching the class. Students immediately seek information on what will be required for the entire semester. A course "under construction" is confusing and incomplete.

ONLINE ATTENDANCE POLICY

Attendance and Participation

WOODLAND COMMUNITY COLLEGE COLLEGE ATTENDANCE POLICY SPECIFIC TO ONLINE COURSES

Participation required: Consistent participation is necessary if a student is to succeed in an online course. That means keeping up with assignments from week to week. If a student does not participate, or shows an unacceptable level of participation as determined by the instructor, the student can be dropped from the course. This may affect a student's participation in extracurricular activities, access to various student service programs and eligibility for financial aid. The syllabus for an online course provides the instructor's procedures regarding attendance and participation.

Attendance: (a) A student must access his/her online course within the first day of class or he/she can be dropped as a "no show." This policy is reflected in the course schedules. (b) Regular and effective participation is the only means to document attendance in an online course. If a student fails to participate in a regular and effective manner, as determined by the instructor, the student will be dropped for nonattendance during the first two weeks of regular term courses in order to accommodate others seeking to add.

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An instructor may also choose to drop a student by the end of the eighth week due to lack of participation.

CONCISE SUMMARY

Succeeding online!

- Access your course within the first day of class (or you can be dropped as a "no show")
- Participate by completing the required assignments as given in the course syllabus (or you can be dropped for lack of attendance)

Bb Training for Faculty

In addition to supporting and administrating the Bb system for faculty, the Yuba College District also facilitates faculty training via the *Blackboard User Community*, which provides comprehensive faculty training in the use, design, and development of courses in Bb.

****This training could be an on-course type of class – free to faculty****

More resources for faculty

Numerous tutorials on using the Bb system can be found in the *Blackboard User Community*, located within Blackboard. This is available to all faculty.

Faculty are encouraged to request a "Sandbox" course from IT through the course shell request site. This type of course is where instructors can practice the use of new tools and/or prepare content for export to actual Bb course shells. No students have access to this type of course.

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COURSE REVIEW REQUEST FORM

Online/Hybrid Course Review



Upon submitting a request for Course Review, the course will be copied in its current state, and reviewed by an Instructional Technology Specialist. **Any changes you make to the course afterward will not be included in the Course Review.**

Please ensure that your course meets the Distance Education Subcommittee's (DES) definition of "[substantially complete](#)." You may also want to review the DES list of [Dates and Deadlines](#).

You will receive a Course Review report by email.

* required fields

STEP 1: Instructor Information

First Name	<input type="text"/>	(required)
Last Name	<input type="text"/>	(required)
Butte College Email	<input type="text"/>	(required)

STEP 2: Course Information

Course Number	<input type="text"/>	(required)
		(Example: ENGL 2)
Course Name	<input type="text"/>	(required)
		(Example: Reading Composition)

Blackboard Course Title	<input type="text"/>
	<i>(required)</i>

Enter the Blackboard course title of the course submitted for review.
For accuracy, please **copy/paste** the name as it appears in your Course List:

Course List
UNDER DEVELOPMENT: SANDBOX - Test Course
Section Instructor: Blackboard Administrator , Test Account
My Role: Section Designer/Section Instructor

STEP 3: Additional Information

Please add any information about your course that might be helpful.
This is not required.

Upon receiving your request, one of the Instructional Technology Specialists will create a copy of the course to be reviewed. Please note that **any changes made after this point will not be included or considered during the Course Review process.**

You will receive a Course Review report within one week, sent via email to the address you entered above. The report will verify whether the course meets the technical and design requirements as outlined by the [Course Diagnostic Standards](#) (.pdf) developed by the Distance Learning Committee, as well as any recommended changes to the course.

Contact [Chris Palmarini](#) (895-2988) or [Dave Stephens](#) (895-2964) if you have questions about this form.

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Intellectual Property Rights Agreement MOU

Page 1

MEMORANDUM OF UNDERSTANDING

The following memorializes the understanding of the Yuba Community College District (hereinafter referred to as "District") and the Yuba College Faculty Association (hereinafter referred to as "YCFA") to pilot the Intellectual Property Rights (IPR) Agreement for the term of the contract, July 1, 2008 to June 30, 2011, at which time it will sunset. The Intellectual Property Rights Agreement will be reviewed during the negotiating process for the following YCFA 3-year contract. Modifications to the IPR Agreement, if any, will be agreed upon by March 2011 prior to ratification of the 2011-14 contract.

A. Mission and Purpose

In the interest of academic freedom, the District values and protects intellectual property rights. In keeping with our vision statement, "***INSERT HERE," the District promotes collaboration and the sharing of original works among its faculty.

The District and all employees have a mutual interest in establishing an environment that fosters and encourages the creativity of faculty members. The purpose of this agreement is to establish ownership of creative products of faculty members when District resources are used.

B. Definitions

1. "Works" means any material that is eligible for copyright protection including but not limited to books, articles, dramatic and musical compositions, poetry, instructional materials (e.g. syllabi, lectures, student exercises, multimedia programs, and tests), fictional and non-fictional narratives, analyses (e.g. scientific, logical, opinion or criticism),

works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreography.

2. "District Support" includes the use of district funds, personnel, facilities, equipment, materials, or technology. District Support may be either Nominal or Substantial, or a combination thereof.

a. "Nominal District Resources" include those that are customarily available or provided in the course of the faculty member's usual appointment or assignment, such as but not limited to the following: support services provided by other employees, standard indirect costs, the use of computers, photocopy machines, office supplies, the use of an assigned office and telephone, library services, software, multi-media equipment, learning management system for delivery of online learning, compensation for any required training, and performance capture equipment available for use by any faculty member. A budget which is customarily provided for the faculty member's

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usual appointment or assignment shall be considered a Nominal District Resource.

b. "Substantial District Resources" shall be direct costs to the District and include the provision of a budget over and above any budget customarily provided for the faculty member's usual appointment or assignment. The assignment by the District of other employees to provide secretarial, technical, or creative services specifically for the creation of the Work shall be considered Substantial District Resources.

Expensive or substantial District equipment, facilities, and/or other resources (professional recording and filming studios, professional television cameras, etc.) are Substantial District Resources. Reassigned time or stipends allocated for the creation of specific Works are Substantial District Resource; such specific Works include the creation and delivery of new online courses.

C. Policy

1. Copyrights for Works created by a faculty member using Nominal District Resources will

be owned by the faculty member. This is the case even if those Works are created in connection with courses taught or other duties performed as a faculty member while employed by the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement Form between the District and faculty

member (see Appendix A). Such Works cannot be used by the District or any District employee other than the faculty member unless the faculty member has specifically consented to this in the Agreement Form.

2. Copyrights for Works by a faculty member created under a contract which specifically identifies such Works as being "for hire" shall be the property of the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement Form between the District and faculty member (see Appendix A). Such

Works cannot be used by the faculty member unless the District has consented to this in the Agreement Form.

3. Copyrights for Works created by a faculty member using Substantial District Resources

shall belong both to the District and faculty member. All royalties or profits are to be divided as provided in the Intellectual Property Rights Agreement Form to be signed before the project is begun (see Appendix A). Any use by either the District or the faculty

member of pertinent Works must be permitted by the terms of the Agreement Form.

4. If the Work in question is the creation of a new online course by the faculty member receiving Substantial District Resources, both the District and the faculty member are automatically restricted in their use of such course for an initial two-year period. During this two-year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that he/she will not use the course in any manner other than within his/her District employment. Any exception to this automatic two-year restriction by either party must be documented in an Intellectual Property Rights Agreement Form.

D. Dispute Resolution

Disputes between a faculty member and the District concerning this Agreement shall be

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resolved pursuant to the grievance procedures contained in the district's agreements with

YCFA but with one exception to those procedures: should an arbitrator be necessary, the arbitrator chosen by the parties should be an expert in copyright law. If the parties are unable to agree on an arbitrator, one should be chosen in accordance with

the commercial arbitration rules of the American Arbitration Association. The District and the faculty member's Association shall share equally in the payment for the services and expenses of the arbitrator. Arbitration is advisory and not binding. (Current grievance procedures are specified in the BCEA agreement under Article X and in the PFA agreement under Article IX.)

Appendix A

**Yuba College District; Woodland Community College
Intellectual Property Rights Agreement Form**

1. This work is titled:
2. It is proposed by:
3. The description of this work is as follows:
4. Is this a work created by a faculty member using Nominal District Resources, a work done "for hire," or a work created by a faculty member using Substantial District Resources?
5. If there is an expectation for the contribution of Substantial Resources from the District?

If yes, describe:

6. What is the expected faculty contribution and compensation?
7. Ownership of copyrights and royalties to the product shall be % faculty member and % District.
8. Usage allowed of this work is as indicated in the District/YCFA Intellectual Property Rights Policy unless different usage or competition policy is specified here:
Ten working days prior to signing by the faculty member and District, this agreement will be shared with the faculty member's representative union. YCFA also recommend that the faculty member personally review this agreement form with a union representative prior to signing. As stated in the Intellectual Property Rights Agreement between the District and the Associations, if the Work in question is the creation of a new online course by the faculty member, both the District and the faculty member are automatically restricted in their use of such course for an initial two-year period. During this two-year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that he/she will not use the course in any manner other than within his/her District employment. Any exception to this automatic two-year restriction by either party must be documented in this Agreement Form.

Faculty Signature _____ Date _____
 District Signature _____ Date _____

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Date: _____

Date: _____

By: _____

By: _____

COURSE DIAGNOSTIC STANDARDS

Woodland Community College Distance Education Subcommittee Course Diagnostic Standards (CDS) for Online and Hybrid Courses

Definitions

Fully Online Course

A course in which 100% of the in-class seat time is replaced by work within the online course site.

Hybrid Course

A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance learning portion of the hybrid course must provide for "regular effective contact" as defined by the Academic Senate. The hybrid course requires separate approval of both the Curriculum Committee and the DES.

Telecourses and Other Distance Courses

Any non-Internet course in which 100% of the regular in-class seat time is replaced by distance delivery. Some of the requirements that follow may not apply to such courses. Consult the DES for additional details.

The following checklist is intended to provide examples of how each Category item might be implemented. It is not expected that a course will contain all of these items.

Category 1 - Accessibility

Provides instructor, department and program contact information

- Contact information for the instructor
- Contact information for academic department or advisor
- Faculty member introductory information

Provides access to Plug-ins or other applications supporting course content

- Link(s) to specific software downloads (or IT-provided software download page)

Provides links to campus resources, including Blackboard support

- Link(s) to Bookstore to order textbooks or other instructional materials
- Link(s) to Woodland Community College Student Support, including email and phone contacts

Complies with Section 508 (Priority 1)

- Images are optimized for rapid display and include alternative text

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- Universal accessibility concerns are addressed throughout the course, including transcripts of any non-text objects
- Alternative formats of materials provided, when possible (e.g. print packet of reading materials, CD of audio used in course, etc.)
- Use of color adds interest but does not disadvantage those with color blindness

Category 2 - Communication

Use of a variety of media (graphics, audio, video, etc.) to communicate course materials

- Graphics/images/photos
- Audio clips
- Video clips
- PowerPoint presentations
- Flash animations
- Tutorials with screen captures and voice over
- CD-Rom or DVD supplemental materials
- Other learning objects, simulations or interactivities

Use of standard online communication tools (e-mail, bulletin board, chat, etc.)

- Email
- Discussion boards
- Synchronous “chats”
- Instant messaging
- Group discussions, when appropriate for group activities

Evidence of provision for “regular effective student contact”

Regular Effective Contact (definition)

As per Title V, section 55211(a), all distance learning courses, whether hybrid, fully online, or

telecourse, will include “regular effective contact” which Butte College defines as follows:

1. Initiated interaction—

Instructors will regularly initiate interaction with students to determine whether they are

accessing, comprehending, and participating in course activities.

2. Frequency—

(a) Since distance learning courses are considered the electronic equivalent of face-to-face

courses, the frequency of the contact will be at least the same as would occur in a comparable

face-to-face course.

(b) At a minimum, the number of instructor contact hours per week normally available to face-to-

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face students will also be available, in synchronous or asynchronous mode, to distance

learning students.

3. Expectations—

The instructor's specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

4. Instructor absences—

(a) If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume.

(b) In the event of prolonged absence, the instructor will make appropriate arrangements for class continuation.

5. Timely contact—

Online instructors are responsible to respond to students in a timely fashion.

* * *

- Expectations of availability of and turnaround time for contact with instructor
- Frequent and substantial feedback from the instructor
- Students given an opportunity to introduce themselves
- Students are encouraged to respond to classmate introductions
- Instructor introduces himself/herself to model interaction
- Netiquette described and enforced
- Student participation is tracked and "wallflowers" drawn in to discussions
- Students are prompted by facilitator to expand on relevant points
- Students are required/encouraged to pose discussion questions and respond to others' posts
- Peer review opportunities
- Clear guidelines for peer review, if applicable
- Facilitator may play "devil's advocate"

Category 3 - Assessment

Student learning outcomes are clearly identified

- Course objectives are present
 - Course completion requirements are present
 - Expectations of students' participation, honesty, etc.
 - Timeline for student participation is clear
 - Activities lead to learning desired concepts
- Assignments and grading standards are clearly stated

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- Clear directions are given for each task or assignment
- Samples of assignments illustrate instructor's expectations
- Estimated amount of time needed for completing course requirements

- Criteria used to evaluate participation in online discussion groups
- Clear guidelines for peer review, if applicable
- Use of self-tests or other feedback provided throughout the course
- Rich and rapid feedback – self-grading assignments released immediately
- Self-tests similar to the final evaluation instruments
- Ongoing assessment of student knowledge, attitudes and/or skills
- Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways
- Reading assignments match learning objectives
- Activities lead to learning desired concepts
- Study questions
- Acceptable methods for completing assignments are identified (group work, open book, etc.)
- Reading and writing requirements are consistent with student abilities and course unit load

Category 4 - Navigation

Syllabus or orientation pages provide course navigation guidance

- Syllabus is easily located
- FAQ site on course information
- Course is well organized and easy to navigate
- Navigation is clear, simple and user friendly
- Course schedule is summarized in one location
- Course content is organized in a logical format
- Organization and sequencing of the course content is logical and clear
- Instructional materials required are easily located
- Topics are clearly identified and subtopics are related to topics
- Links to other parts of the course or external sources are accurate and up-to-date

Category 5 - Design

Course is visually and functionally consistent

- Spelling and grammar are consistent and accurate
- Written material is concise, sentences and paragraphs are brief
- Language of written material is friendly and supportive
- Typeface (font) is easy to read
- Course pages are a comfortable length using white space
- Sufficient contrast between text and background makes information easy to read

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- Numbers identify sequenced steps; bullets list items are not prioritized or sequential
 - Appropriate images supporting course content add visual interest
 - Pace of delivery of course content is managed
- Use of standard icons or terminology to identify course tools.

Other Suggestions

- “Ice-breaker” activity to get acquainted
 - Discussions center on questions without a single correct answer
 - Personal interview reports
 - Crossword or word search puzzles
 - Matching and game-show-style trivia games
 - Online scavenger hunt
 - Annotated bibliography
 - PowerPoint presentations as assignments
 - Compare and contrast exercises
 - Case studies
 - Critique classmates’ assignments
 - Collaborative exercises
 - Portfolios (building one activity upon another) to share/peer review
- (Adapted from “Instructional Design Tips for Online Learning,” developed by Joan Van Duzer of Humboldt State University.)

Meetings are in LRC 236 from 3:30 - 5:00 PM

July meetings may have alternate times and rooms

Distance Learning Committee Deadlines		
Course Submission Deadline	Receipt of Course Review Report	Distance Learning Committee Meeting
FOR COURSES SCHEDULED IN THE FALL 2013 SEMESTER AND BEYOND		
July 5, 2012	July 18, 2012	July 25, 2012
FOR COURSES SCHEDULED IN THE SPRING 2014 SEMESTER AND BEYOND		
September 19, 2012	October 2, 2012	October 10, 2012
October 3, 2011	October 17, 2011	October 24, 2011

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October 24, 2011	November 7, 2011	November 14, 2011 Canceled
November 21, 2011	December 5, 2011	December 12, 2011
FOR COURSES SCHEDULED IN THE FALL 2014 SEMESTER AND BEYOND		
January 23, 2014	February 6, 2012	February 13, 2012
February 21, 2012	March 5, 2012	March 12, 2012
March 12, 2012	April 2, 2012	April 9, 2012 Special time: 4:00 - 5:00 PM
April 2, 2012	April 16, 2012	April 23, 2012
April 23, 2012	May 7, 2012	May 14, 2012
July 9, 2012 (tentative)	July 23, 2012 (tentative)	July 30, 2012 (tentative)