



DISTANCE EDUCATION FACULTY HANDBOOK

North Orange Continuing Education
2020-2022

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Introduction and Purpose

Welcome Distance Education Faculty!

The North Orange Continuing Education Distance Education Handbook was developed based on recommendations from the DE Advisory Committee.

The goals of this handbook are to:

- Articulate the mission and goals for distance education, especially as they pertain to the NOCE Master Plan
- Provide technical and pedagogical support and resources for faculty teaching online courses
- Provide information about training and mentoring for all distance course delivery methods
- Inform faculty about mandatory policies and procedures that relate to distance education and how those should be incorporated into course design and delivery
- Define best practices in distance education and how those should be incorporated into course design and delivery
- Offer comprehensive resources for ongoing faculty development

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NOCE Distance Education Mission Statement

The mission of Distance Education at North Orange Continuing Education is to develop and deliver universally accessible, academically sound, and technologically advanced instruction that will enable students to effectively re-enter, establish or continue individual academic pursuit to reach short- and long-term goals to graduate, transfer to a credit college, and/or advance their career.

Distance Education Definition

NOCE Distance Education is defined as instruction where students and faculty are separated by distance and interact using a variety of technologies. Every NOCE distance education course follows the established course curriculum procedure and is approved before registering and enrolling students. The curriculum committee will use specific and separated criteria to approve courses with course design that replaces **face-to-face interaction** with an **asynchronous** design (instruction and learning activities do not happen at the same time), **synchronous** (instruction and learning activities happen at the same time). These are the types of courses supported by the Distance Education program.

Learning Management System

Canvas is the North Orange Continuing Education Learning Management System (LMS) for Distance Education.

Modes of Delivery for Online Courses

Fully Online Courses (FO) (asynchronous)

An online course at NOCE is offered entirely online via Canvas, the college's Learning Management System (LMS). The Schedule of Classes defines online courses as "Online courses have no in-person classroom instruction or assessments. All instruction is online, although some online courses have synchronous activities which are indicated in the schedule of classes."

Partially Online (PO) (asynchronous and synchronous)

A partially online course at NOCE offers instruction both online via Canvas and on-campus. Required in-person class meetings are included in the Schedule of Classes and follow a predictable pattern (on the same day(s) of the week and at the same time). The Schedule of Classes defines partially online courses as "Partially online courses are taught in-person and online. While a class does not meet every week, those meetings that are scheduled will occur on the same day and at the same time of the week."

Online with Flexible In-Person Component (OFI)

An online class with flexible in-person component at NOCE offers instruction online via Canvas and is supplemented by required in-person assessments or activities. The Schedule of Classes defines online with flexible in-person component as "Online with Flexible In-Person Component courses are taught online and supplements by required in-person assessments or activities that are available at approved locations at a specified range of time."

Web-enhanced Courses (synchronous)

Web-enhanced courses at NOCE offer in-person courses that provide student access to online class materials, communication, and resources via Canvas. Web-enhanced courses may include supplemental activities, home assignments, and learning activities, and facilitate electronic submission of coursework, and various communication opportunities. Web-enhanced courses may not use internet-based resources or activities to replace required on-campus instruction or in-seat contact hours. The Schedule of Classes defines web-enhanced courses as "Web-enhanced courses are in-person courses that use the web to deliver materials, not to replace required in-person instruction or in-seat contact hours. Trained instructors may use Canvas course sites to enhance and enrich learning."

Principles of Online Learning

Fundamental teaching and learning standards also apply to fully online (FO), partially online (PO) and online with flexible in-person component (OFI) courses which means the following components, based on the California Community Colleges Online Education Initiative, should guide Distance Education courses.

Component 1: Course Design

Course design addresses elements of instructional design. Course design includes such elements as course navigation, learning objectives, organization of content, instructional strategies that foster student-centered learning, and access to student support information.

Component 2: Interaction

Interaction and collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. Students should have a sense of belonging to a group, rather than each student perceiving him/herself to be studying independently.

Regular effective contact (REC) is a California requirement for distance education which states that instructors must initiate contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation standards.

Component 3: Assessment

Online assessments should measure progress toward learning outcomes and provide feedback to students and instructor. Instructors should use assessments as an ongoing means of measuring and assessing student learning.

Component 4: Learner Support

Distance education instructors should engage all types of learners by providing content and assessments that respect and accommodate the different needs, learning styles, and strategies of each student. In addition, instructors should address the support resources available to students taking the course. Such resources may be accessible within or external to the course environment.

Component 5: Accessibility

Instructors should make certain that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System.

Faculty Preparation

Technological Readiness

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to most complex, are examples of what would be recommended to teach online and hybrid courses.

Computer Skills

- File management
- Using multimedia
- Audio Recording
- (microphone)

LMS Specific

- Creating a basic LMS page
- Managing content to include assignments, assessments, modules, and discussions
- Creating accessible content
- Importing and exporting content
- Creating and manage multimedia files
- Using a publisher plugin

Presentation

- Create, edit, and save presentations

Software

- Adding multimedia to presentation
- Recording audio narration for presentation
- Understanding of word processing software
- Creating accessible pdf files

Email

- Sending and receiving email
- Attaching documents and images
- Creating and managing contact groups

Internet

- Understanding and using different browsers
- Utilizing social media applications
- Understanding the use of online databases

Pedagogical Readiness

The following pedagogical skills are recommended to teach fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses.

Fundamental Principles

- Understand the differences between face-to-face and online instruction
- Utilize learner-centered pedagogy where concepts of interactivity, instructor-led facilitation and feedback are core elements
- Create learning activities that actively engage students, and which encourage top-down cognitive activity
- Accommodate a variety of learning styles and strategies in both content delivery and learning activities

Management & Interaction

- Follow guidelines for regular effective contact with students in both synchronous and asynchronous modalities
- Communicate and maintain learning objectives
- Cultivate and develop learning communities through group activities
- Create and maintain an atmosphere of trust
- Communicate clear participation requirements, facilitate and monitor interaction accordingly
- Lead discussions rooted in inquiry that challenge students to question and develop their own conclusions
- Provide ongoing personalized feedback and suggestions for improving student performance
- Made additional resources available for learning

Technology Integration

- Identify the most appropriate technologies for content and learning outcomes
- Determine the modalities that are best used for course communication, discussion, and assessment
- Present content that is easily navigable and accessible to all learners
- Integrate multimedia content that meets the learning styles and needs of all students as well as accessibility requirements
- Encourage cooperative learning through group activities that utilize current technology

Assessment

- Provide multiple opportunities for ongoing authentic assessment that measure both student understanding of course content and participation
- Ensure that assessment tools are linked to learning objectives

- Use a variety of asynchronous assessment techniques in which students are able to demonstrate higher-order critical thinking skills
- Employ multiple assessment strategies to maintain active student engagement
- Make use of data from the assessment tools in the LMS to evaluate the validity and reliability of the various assessment instruments
- Incorporate surveys to receive regular constructive feedback and integrate it into the course structure
- Understand the unique challenges that affect academic integrity and student authentication in the online environment

Accessibility

- Create or modify all course content so it is accessible to students with disabilities
- Design the course layout so that it is easy to navigate and readable and has alternate options for students with special needs

Instructor Duties

Faculty teaching fully online (FO), partially online (PO), and online with flexible in-person component (OFI) are responsible for the same administrative functions as those teaching in a face-to-face classroom such as:

- Choosing textbooks (or Open Educational Resources/OERs)
- Verifying course rosters
- Adding and dropping students
- Entering grades at prescribed times
- Creating and uploading syllabi into Canvas
- Creating and uploading assignments and assessments into Canvas
- Ensuring that all features of the courses are up-to-date and currently working

Training Process & Requirements

The Distance Education Advisory Group is actively involved in supporting the institutional efforts by working collaboratively with faculty to ensure adequate training and resources are made available.

The North Orange Continuing Education Distance Education program offers a twenty-hour Online Teaching Certificate boot camp where educators learn best practices and new approaches to teaching in an online environment using the Canvas Learning Management System.

Certification

Upon completing the NOCE Online Teaching Certificate, instructors will be able to successfully:

1. Use the Canvas Learning Management System proficiently as demonstrated by
 - a. Identifying and using the six main Canvas navigation sections: Course Navigation, Global Navigation, Breadcrumb Navigation, Sidebar, Help, and Content Area
 - b. Using Settings to update and modify course navigation using Course Details, Sections, Navigation, Apps, and Feature Options
 - c. Accessing Canvas Guides for additional step-by-step instructions
 - d. Setting Notification preferences
 - e. Creating assignments with a variety of submission options
 - f. Creating a customized Course Home Page
 - g. Building a rubric
 - h. Creating a graded discussion
 - i. Creating a quiz
 - j. Creating a page
 - k. Creating a module
 - l. Publishing a course
 - m. Importing course materials using the course import tool
 - n. Verifying that course links work using link validator
 - o. Setting up a course gradebook
 - p. Using Speed Grader
 - q. Using Student View to preview course content
 - r. Creating and scheduling announcements
 - s. Integrating publisher content into Canvas
 - t. Scheduling an event on the course calendar

2. Demonstrate an understanding applicable accessibility laws by creating accessible course materials utilizing
 - a. The Canvas Rich Content Editor
 - b. Microsoft Word
 - c. Microsoft PowerPoint

- d. Canvas recorder
 - e. ScreenCast-o-Matic
3. Demonstrate a knowledge of applicable laws and regulations pertaining to regular effective contact, and regular and substantive contact, and ways to apply those principles by to course activities such as
 - a. Announcements
 - b. Discussion boards
 - c. Surveys
 - d. Synchronous conferences
 - e. Canvas inbox
 4. Demonstrate an understanding of effective online pedagogy by
 - a. Revising a syllabus to reflect the differences between a face-to-face class and an online class
 - b. Developing a course welcome letter that includes Canvas login instructions
 - c. Clearly establishing expectations for student engagement and interaction in an online environment
 - d. Designing a multi-step lesson plan based on student learning outcomes
 - e. Using Flipgrid to simulate face-to-face interaction in an online environment
 - f. Developing a personal plan for regular and effective contact
 - g. Accessing and utilizing course analytics
 5. Use the California Community Colleges Online Initiative Course Design Rubric to conduct a self-evaluation of course materials

Recertification Process

Upon successfully completing the Online Teaching Certificate training, instructors will be certified for three years and cleared to teach online. In order to maintain certification, instructors must complete an Online Teaching Survey of an online class. The Distance Education Faculty Coordinator with the support of the Distance Education Advisory Group will work with instructors to verify the evidence of the self-survey. Additionally, instructors must complete three hours of professional development directly related to online teaching.

Previous Online Training/Certification

Faculty who have successfully completed the equivalent coursework that covers the **same material** as the required OTC competencies listed above within the last three years **may** meet the North Orange Continuing Education training requirements. Proof of completion and course descriptions must be provided to the Distance Education Faculty Coordinator for review by the Distance Education Advisory Team.

Course Quality & Standards

Course Quality: Title V Language and Explanation

Title V Distance Education Guidelines were developed to describe best practices for quality Distance Education in the California Community College system. These include instructor contact, course design and approval, faculty training, and workload and class size caps.

The following sections of Title V are most applicable to Distance Education courses at North Orange Continuing Education.

Section 55200: Definition & Application

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

This section provides a general description of Distance Education. At North Orange Continuing Education, the term Distance Education applies to fully online (FO), partially online (PO), and online with flexible in-person component (OFI). Section 55200 also specifies that all Distance Education content and delivery needs to be accessible to all learners.

Section 55202: Course Quality Standards

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgement made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgements about the quality of distance education under the course quality review standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 commencing with section 53200) of chapter 2.

At North Orange Continuing Education, this means that fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses need to have the same course quality standards as face-to-face instruction. Instructors should use the [OEI Rubric](#) for Online Instruction to develop, teach, modify, and reevaluate their courses to ensure that best practices in instructional design and implementation are followed.

Section 55204: Instructor Contact

In addition to the requirements of section 55002 and locally established requirements 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, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, 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 the guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

At North Orange Continuing Education, this means that instructors need to make sure there are measures for instructor-initiated regular effective contact incorporated into fully online (FO), partially online (PO), and online with flexible in-person component (OFI) course design and delivery. Regular effective contact means that instructors must keep in contact with students on a consistent and timely to ensure both the quality of instruction and verify their performance and participation status. The frequency of contact will be at least the same as would be established in a face-to-face course. Lack of activity in the course by instructors or students indicates a lack of regular effective contact.

Section 55206: Separate Course Approval

If any portion of the instruction in a proposed course or existing course section is designed to be provided through Distance Education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted approval procedures.

All North Orange Continuing Education fully online, partially online and online with flexible in-person component courses need to be approved by the Curriculum Committee via a separate approval process.

Section 55508: Faculty Selection & Workload

- (a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.
- (b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.
- (c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).
- (d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

All North Orange Continuing Education faculty teaching Distance Education Courses shall be trained in best practices for fully online, partially online, and online with flexible in-person component. This means that faculty should complete all the requirements for the Online Teaching Certificate or present verification of the equivalent.

Regular Effective Contact in Detail

Establishing and maintaining regular effective contact is an important aspect of delivering a fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses. It is not only a Title V requirement but is also a practice that encourages and facilitates student-centered instruction and increases success on student learning outcomes.

Instructor-initiated contact requires early, continuing, and consistent communication from the instructor of record. This includes instructions for accessing the course and directions on how to use the tools and materials.

The instructor is responsible for ensuring the substantive regular and effective contact with students. Distance Education classes and instruction are held to the same standards regardless of delivery. This means that interaction and content delivery must parallel an on-campus course.

Types of Regular Effective Contact

Interaction in the Distance Education classroom takes place in four ways.

Instructor to Student

Examples of Instructor to Student Contact:

- Course announcements
- Messaging via the LMS
- Personalized Feedback
- Discussion Boards
- Videoconferencing
- Phone/voicemail

Student to Student

Examples of Student to Student Contact:

- Messaging via LMS Discussion Boards
- Collaborative Projects such as group blogs or wikis

Student to Content

Examples of Student to Content Contact:

- Modules on the LMS
- Lectures (recorded and streaming)
- Podcasts, webinars, screencasts
- Discussion Boards

Student to Interface

Examples of Student to Interface Contact:

- Computer hardware
- Internet browsers
- Software applications
- Modules on the LMS

Guidelines for Regular Effective Contact

The following are recommendations and best practices for implementing regular effective contact:

Initiated Interactions

- Include means for all types of interaction in the course design
- Utilize appropriate media for accessibility
- Design daily or weekly assignments and projects that promote collaboration among students
- Model course netiquette at the beginning of the semester with instructor-guided introductions
- Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants. Monitor content activity to ensure that students participate fully, and discussions remain on topic
- Create a specific forum for questions regarding course assignments
- Ask students for feedback about the course on a regular basis and revise content as needed

Frequency & Timeliness of Interactions

- Establish guidelines for frequency of contact that are the same as in the face-to-face classroom
- Make known response time for student questions/inquiries and assignment feedback (e.g. 1-2 business days)
- Maintain an active daily presence, particularly during the beginning weeks of a course
- Give frequent and substantive feedback throughout the course

Expectations for Interactions

- Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus
- Outline and explain netiquette in initial course documents
- Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course

Absences from Interactions

- Inform students immediately of course designee should an illness, family emergency or other unexpected event prevent regular effective contact for a prolonged period of time
- Let students know when instructor-initiated regular effective contact will continue

Please refer to [Appendix D: Regular Effective Contact Checklist](#) for an adapted version of the CVC-OEI Course Design Rubric.

Course Assessment

Online Education Initiative – Course Design Rubric

History

The Online Education Initiative Course Design Rubric (Appendix A) was developed in 2014 by the OEI Professional Development Work Group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. According to the OEI website, (Online Course Design Standards, 2017), the development of the rubric benefited from the group having access to significant work already undertaken in this area by the California Community College (CCC) Distance Education Coordinator’s group, the Academic Senate for California Community Colleges (ASCCC), and the CCC Chancellor’s office (CCCCO) along with a variety of other local college and nationally established standards.

The OEI rubric has undergone three major revisions since its initial development, including the current iteration (Appendix A), in response to changes in instructional technology and feedback from instructors and reviewers.

Rubric Implementation

The Distance Education Advisory Group chose to use the OEI Rubric as a guide for new online instructors developing their course(s). It also service as a valuable tool for current online instructors to assess their course design to determine whether they meet existing regulations and accreditation requirements. Since the Course Design Rubric has been implemented at a large majority of the California Community Colleges, we believe it has been strongly vetted as an evaluation tool.

The implementation of the OEI rubric was approved by the North Orange Continuing Education Distance Education Advisory Group and the Academic Senate in Spring 2020.

The North Orange Continuing Education Online Teaching Certificate, first offered in Spring 2020, was developed in conjunction with the OEI Rubric. The core modules each focus on an area of the Rubric and are intended to train educators on teaching in an online environment with a focus on current and innovative pedagogy, technologies, and best practices.

Recommendations

Faculty are encouraged to compare their courses to the OEI Course Design Rubric to evaluate course design and pedagogy. Tenured faculty are also encouraged to share their online courses with their IMS during their three-year evaluation cycle.

Course Materials

Types of Course Materials

In the face-to-face classroom, it is common to use publisher-created textbooks and course content. This type of content still exists in Distance Education in the form of e-Packs (also known as Course Cartridges).

There are, however, many different options for adopting, adapting, and creating multimedia course content for the online environment that provide affordable alternatives to traditional textbooks. In addition to the various instructional technology tools that can be used to create original course content, there are also many openly licensed eTextbooks, eBooks and courseware, known as Open Educational Resources (OER).

e-Packs

e-Packs (sometimes referred to as Course Cartridges) are prebuilt courses created by publishers for use in Distance Education courses. e-Packs are different from companion websites for textbooks or eBooks (or eTextbooks). Companion websites provide supplemental materials to a textbook; eBooks are texts that have been converted to a digital format. E-Packs are entire publisher-developed courses that can be loaded directly into the LMS. As it might seem that using e-Packs is beneficial, since having content that is already created can reduce the amount of time it takes to develop course content and activities. E-Pack content directly matches the textbook and is customizable (meaning that instructors can choose the order and content they wish to make available to students). There is a lot of engaging and well-developed content available.

However, when considering an e-Pack for a course, it is important to understand that there are some issues with e-Packs that may outweigh the benefits. Before adopting an e-Pack for a course, it is necessary to make certain that the e-Pack addresses the following criteria for best practices in online education and compliance:

Legal

Title V regulations (Section 59402) specify that students in Distance Education courses must be able to use electronic materials in the same way as they would face-to-face textbook materials. This is defined as “tangible personal property” and includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class. Any e-Pack that does not allow students to access or save materials is in violation of Title V regulations.

Financial

Publisher e-Packs may charge additional fees for course access codes.

- e-Pack codes can vary in price depending on the course. How and where to purchase the e-Pack codes is not always clear. When publishers require students to buy codes online, it may be a violation of student privacy rights because it requires students to log in and use a credit card on a third-party website
- Students who buy used textbooks may still have to pay full prices for an e-Pack code
- Often the cost of the code is not refundable, creating an additional financial burden for students who drop the class

Accessibility

Because e-Packs are created by a range of publishers, there is no guarantee that the materials will be accessible to students with disabilities. Generally, eBooks that come with a course are compliant but the added content (flashcards, etc.) may not be. For some students, assistive technology and support may be available, but it may require students to log into third-party websites, which can violate student privacy laws.

Each individual e-Pack should be evaluated for accessibility prior to adoption.

Copyright

e-Packs are publisher-created and copyrighted material. Instructors can tailor the content to meet their needs. Any page that contains publisher information must have the appropriate copyright information. Instructors can insert notes and comments into the copyrighted pages.

For most e-Pack publishers, content generated by instructors remains the intellectual property of the instructor. However, it is best to check with the individual publisher.

Privacy

All e-Packs must follow federal guidelines for student privacy, otherwise known as FERPA compliance. Publisher e-Packs are not always FERPA compliant.

- e-Packs are sometimes posted on third-party websites, meaning that students have to leave the LMS in order to access information or contribute to the course
- if there is a chance that student educational record data- grades, comments, roster information- is stored on a website outside the LM, this could violate FERPA guidelines
- Students cannot be required to use a site that requires them to reveal any information other than director data. In addition, if students are required to use a third-party publisher site, they will need to be issued aliases if that website is not FERPA compliant

Pedagogical

There are numerous concerns with e-Packs and best practices in online instruction.

- e-Packs are created by the publisher and as such, may not meet the quality standards for the Course of Record
- Even though e-Packs are customizable, there is not as much flexibility about how the content is presented than there is in an instructor-developed course
- Differences between e-Pack material (tone, type of content, organization) and what the instructor creates may be confusing for students
- Presentation of material and assessments in e-Packs often do not encourage collaborative, student-centered, or critical thinking activities
- It is not always clear to students how to access and use content, particularly if they have to use third-party websites
- Students may be so overwhelmed by dealing with different content delivery systems that course quality suffers

Technical

There are a number of technical issues with e-Packs.

- There is limited on-campus tech support for e-Packs. Most technical issues need to either be dealt with by the instructor or go through the publisher which shifts his/her focus from content delivery to tech support
- Instructors need to make certain they have the right version of the content. With each new textbook edition, faculty need to double-check that they have an updated version of the e-Pack
- It may take up to two weeks to acquire and load e-Pack content onto the LMS
- Moving content to new courses can sometimes present problems depending upon what course section the e-Pack content is linked to

In cases where e-Packs are being considered for course content, faculty should work with the Distance Education Faculty Coordinator prior to adoption to ensure that the e-Pack meets all the necessary requirements.

Instructional Technology

The LMS has many tools, such as discussions, collaborations, or chat, that can be used to design and deliver fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses. There are additional tools available for developing content, creating community and enriching students' learning experiences.

Instructional technology is always developing; therefore, it is important when teaching online to recognize the positive effect incorporating a range of tools can have on student learning outcomes, motivation, and retention (Hai-Jew).

New generations of online learners have learned to expect regular rollouts of newer, better, and faster levels of technological expertise. What is innovative and new in curriculum today becomes simply the baseline expectation of new generations of learners. Everyday exposure to sophisticated production values in multimedia applications creates expectations among students that online courses will have similar production values; anything less can draw negative responses about the course as a whole.

These relatively new technologies enable students to represent ideas in different formats, which enhances their deep learning among visual/spatial and auditory/verbal information channels. Material that originated in digital form can be readily deployed in online immersive sites or on different platforms.

Open Educational Resources (OER)

The line between Open Educational Resources (OER) and free internet or electronic resources is not often clear cut. But, in general, OER materials have a Creative Commons license that legally enables them to be used, reused, adapted, and shared. Free materials, on the other hand, may not require a fee but may have additional restrictions (such as a copyright or specific attribute requirements) that limit their use even though they may still have educational applications under the Fair Use/TEACH Act.

OER encompass a vast variety of learning resources including:

- Textbooks/eBooks
- Audio files/Podcasts
- Webcasts
- Videos/Multimedia
- Lesson Plans/Modules
- Academic Journals
- Courseware
- Assessments
- Learning Objects

OER Resources:

- OER Commons
 - www.oercommons.org
- Merlot
 - www.merlot.org
- Skills Commons
 - www.skillscommons.org
- Creative Commons
 - www.creativecommons.org

- BC Campus Open Ed
 - open.bccampus.ca
- California Open Online Library for Education
 - cool4ed.org
- Community College Consortium for Open Educational Resources
 - www.cccoer.org
- CCC OER Community Email
 - cccoer.org/community-email

Course Scheduling & Delivery

Assigning Faculty

The Distance Education Advisory Group strongly recommends that faculty be trained in online teaching pedagogy and the campus-sponsored learning management system in order to teach Distance Education courses. This means that faculty should have completed the NOCE Online Teaching Certificate program or have been recommended by the Distance Education Advisory Group to provide Distance Education services based on other coursework such as the @One certificate program or courses at other institutions.

The Distance Education Advisory Group recommends this best practice to make a good faith effort to ensure that fully online (FO), partially online (PO), and online with flexible in-person component (OFI) course delivery meets Federal, State, and WASC quality standards for online instruction. Please contact the Distance Education Faculty Coordinator with faculty training concerns.

Schedule of Classes

In addition to assigning faculty trained in online instruction to Distance Education course sections, it is also necessary to use a standardized course comment in the schedule of classes to describe fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses. This should include the LMS being used, the course designation (FO, PO, OFI), and the email address for the instructor.

Late Date of Attendance

The last date of academic attendance, commonly known as the Last Day of Attendance (LDA), is the date that colleges use to determine the necessity and/or amount of financial aid that must be returned to the Department of Education due to student withdrawal. The Department of Education (DOE) specifically requires, "...using a last date of attendance at an academically-related activity as a withdrawal date, it is up to the institution to ensure that accurate records are kept for purposes of identifying a student's last date of academic attendance or last date of attendance at an academically-related activity" (DOE, 2010).

For distance education purposes, the last login into a course management system is not accepted as the last day of attendance. Instead, The Department of Education (DOE) refers to academic engagement as the activity-based standard for determining the last date of attendance. There is, as yet, no consensus within the California Community Colleges on how to handle attendance verification for financial aid purposes in an online environment, however, regulations include the following guidance:

(7)(i) "Academic attendance" and "attendance at an academically-related activity"-

(A) Include but are not limited to –

- (1) Physically attending a class where there is an opportunity for direction interaction between the instructor and students.
- (2) Submitting an academic assignment;
- (3) Taking an exam, an interactive tutorial, or computer-assisted instruction;
- (4) Attending a study group that is assigned by the institution;
- (5) Participating in an online discussion about academic matters;
and
- (6) Initiating contact with a faculty member to ask a question about the academic subject studied in the course; (DOE, 2010, 66952).

Activities where students may be present but exhibit no evidence of academic engagement are excluded from determining Last Day of Attendance, for example, “(3) Logging into an online class without active participation; or (4) Participating in academic counseling or advisement” (DOE, 2010, 66952).

To comply with legal requirements and confirm “active participation”, the Distance Education Advisory Group recommends that all fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses at North Orange Continuing Education have explicit instructions about the following:

1. Fully Online (FO) and Online with Flexible In-person Component (OFI) Courses: Require a course check-in assignment to be completed by the end of the first week of classes. This assignment should actively engage the student, otherwise they may be dropped from the course. This course check-in assignment must originate from within the LMS. This does not include logging in to the course LMS or emailing the instructor. This also provides documentable evidence of regular effective contact. Recommendations for this course check-in assignment include:
 - a. Posting an introduction to the Discussion Forum
 - b. Creating a profile in the LMS that includes a student picture or avatar
 - c. Completing a syllabus quiz
 - d. Completing an online readiness quiz
2. Partially Online (PO): In addition to attending the first face-to-face meeting of the course during the first week of classes, partially online (PO) courses will also require a course check-in assignment following the same requirements for fully online (FO) and online with flexible in-person component (OFI) courses (see above). The check-in assignment will confirm the partially online (PO) students’ use of the LMS, establish regular effective contact for week one and give a preliminary assessment of students’ online readiness.

Welcome Letter & Online Syllabus

In the face-to-face classroom, a large part of the first class meeting is spent introducing the course, going over the syllabus, getting to know the students and answering any questions that might arise about the course content or assignments.

Since students do not have this type of interaction with the instructor or with other students in fully online (FO) or online with flexible in-person component (OFI) classes and limited contact in partially online (PO) classes, they may often feel isolated and uncertain of what they need to do. In order to establish rapport with the students and to incorporate general best practices for Distance Education, instructors must introduce the course and login information with a welcome letter **before the course begins**.

The Welcome Letter should include instructions (screenshots encouraged) telling students how and where to log in. It also serves as a means to establish rapport and to promote regular effective contact with students early on. It should include the following:

- Information of where to go for technical help and support
- Information about books and materials required
- Information about any orientations or on-campus exams

Please refer to [Appendix B: Sample Welcome Letter](#).

Online Syllabus

Since the online syllabus is the main source of information about the course, it should include a greater amount of detail including the following:

- Information about course assignments, course schedule, and texts
- Information about the Learning Management System (LMS)
- Introduction to the tools within the Learning Management System (LMS)
- Guidelines for class participation and grading criteria, including the expected response time from the faculty
- Important dates during the semester

A general weekly timeline for when lessons are released as well as due dates for activities, discussions, and quizzes should also be included. A suggestion for fully online (FO) and online with flexible in-person component (OFI) courses is to require a course contract. Students must send a statement *such as the following* which serves as an agreement between faculty and student:

Your Contract of Understanding

Please copy and paste the following or type it in verbatim in the body of an email message. Fill in your specific information and send it to me via email within Canvas:

Subject: Contract of Understanding_Course Name & Number – CRN

Body of Message: Your full name, Student ID number, email address, 10-digit phone number.

Please cut and paste this agreement into the email message under the above information.

I understand the course syllabus in its entirety. I understand that the syllabus is a contract and fully accept the requirements. I will follow the policies, rules, guidelines, and strategies as described in the syllabus. When I have difficulty, I will immediately consult the instructor by email or phone to get the help I need. I understand that success in this class is dependent upon my participation on the learning management system at least three times per week. I also understand that it is my responsibility to copy the due dates and keep up the guidelines. If I have computer trouble at home, I understand that computers are available at the NOCE campus locations to use if needed. I promise to make every effort to succeed in this course.

The Distance Education Advisory Group has also provided a [syllabus template](#) that includes specific information about resources for online students with embedded links to this information.

Accessibility, Privacy, & Copyright

Accessibility (504 & 508 Compliance)

North Orange Continuing Education is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must be provided. Disability Support Services (DSS) functions as a resource for students and faculty in the determination and provision of the accommodations.

If there are aspects of the instruction or design of a fully online (FO), partially online (PO), or online with flexible in-person component (OFI) course that result in barriers to a student's inclusion or to accurate assessment of achievement, such as time-limited exams, inaccessible web content, or the use of non-captioned videos, students should notify the instructor as soon as possible.

There are two major pieces of legislation that provide for the foundation for our approach to accessibility in California, the [Americans with Disabilities Act](#) and [Section 508 of the Rehabilitation Act of 1973](#). This legislation provides the underlying mandate for designing courses that are accessible to students with visual, auditory, and physical impairments, as well as students with information processing differences.

Additional information regarding the [California Community College Accessibility Standard](#) and [Frequently Asked Questions for Faculty](#) can be accessed at the [California Community College Accessibility Center](#) website.

Understanding Accessibility

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means that instructors who think about using the principle of Universal Design, that is, creating course materials that accommodate the needs, learning styles, and strategies of as many students as possible regardless of their ability.

Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening, or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modifications for images or captioning for the hearing-impaired. Keeping Universal Design in mind while creating courses will benefit students who have a range of learning styles and preferences.

Understanding the Principles of POUR

Developed as part of the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), these guidelines move beyond the suggestion that web content should be electronically accessible, arguing that web-based material should not only be designed for technical accessibility, but also for usability. Here's a quick [overview of the guidelines](#) behind the acronym POUR as they relate to online course development:

Perceivable

- Materials should be presented in ways so that it is perceivable to all users. If information is presented in ways perceivable to those who are sighted, such as text, it also needs to be presented in ways so that it will be perceivable to those who are visually impaired
- Keep both accessible and usable in mind. Text in a webpage can be read by a screen reader as it is technically accessible, but good design (like heading styles) will make the text more user friendly to both sighted and visually impaired users

Operable

- Consider the equipment needed to interact in the online class. For example, mobility-impaired students may need to use a special keyboard to navigate the course. This could cause them to take a little longer to navigate from place to place, or even answer a multiple choice question. Care should be taken to ensure that any timed activities can be modified for students who need more time
- Provide ways to help users navigate. When adding multimedia to your course, ensure that media is not set to play automatically, and that the player can be controlled via keyboard commands. Additionally, ensure modules and pages have descriptive, meaningful names, and that names are not duplicated

Understandable

- Materials should be designed in ways that are understandable to a range of users. Every effort should be made to write at a level understandable to a variety of students, and key terms or vocabulary should be defined or explained in the surrounding text. Tutorials or support should also be provided to help users understand the tools used in the course
- Create predictable formatting and operational patterns. Helping students understand online classes relies on predictability. Whenever possible, predictable patterns should be repeated, maintained, especially in linked material

Robust

- Maximize compatibility with current and future assistive technologies. Using HTML to create content will allow for multiple types of assistive technologies to access and interpret content. Using other types of materials, such as MS Word documents or Adobe pdfs, when properly formatted, can also enhance compatibility
- Provide equitable access and an equivalent experience to a wide variety of users. Creating content using a variety of modalities will allow students to engage in activities that resonate with their preferred way of learning

The Distance Education Advisory Group recommends Distance Education Faculty are trained in creating accessible courses through the North Orange County Online Teaching Certificate program or by taking @One or comparable courses.

Differences Between 504 & 508 Compliance

Section 504 specifies that institutions receiving federal funding have to accommodate individuals with special needs so that they can have equal access to learning facilities and materials. 504 compliance begins with the individual approaching the institution and requesting specific assistance. 504 compliance is used when 508 materials do not meet the specific need of a student.

Section 508 specifies that institutions have the responsibility to provide resources that are accessible to everyone. Electronic resources need to follow the principles of universal design, meaning that the creation of websites, online materials, and online courses have to be developed with the objective of meeting the needs of everyone.

The following chart based on *Fiori and Glapa-Grossklag* illustrates the differences:

Section 504:	Section 508:
Guarantees accommodations for an individual	Guarantees access for all
Compliance is handled by DSS or DSP offices	Compliance is the responsibility of everyone on campus
Finds workable solutions when the need arises	Workable solutions that are built into the system

Federal and State Guidelines

In section D of the OEI Course Design Rubric, there are 23 elements to review in assessing a course to determine if a student using assistive technologies will be able to access course contents as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”). Since Section D addresses elements required by law to be present, the elements in this section can only be marked as Incomplete or Aligned. If any element in Section D is Incomplete, the instructor should seek assistance from Disability Support Services or an Accessibility Expert to bring the element(s) into alignment with the rubric.

@One Captioning Guidelines

1. The captioning must be complete, which means the video must be captioned from start to finish, including noting opening music and background noises, when intentional
2. The captions must be 99% accurate. This means, literally, word-for-word, including grammar and punctuation.
3. The caption should display synchronously with the audio, running neither too fast or too slow, and they should be on-screen and adequate for the amount of time to allow careful reading.
4. The caption placement should not obscure other important information. Usually, captions are placed at the bottom of the screen.

@One Captioning Exceptions

“Raw footage” is exempt.

Raw footage is defined as materials that are for a single, restricted use and are not archived. An example might be student videos. If the only audience is the instructor, the students would not need to caption their work. As an example, if the instructor makes student videos a part of a class assignment in which each student needs to view and write a reaction to a given video, then the student video would need to be captioned. In other words, the status of the video’s creator as a student does not mean it should or should not be captioned; rather, the status of the video as required instructional material or not determines whether it should or should not be captioned.

Another example might be a longer video from which only clips will be taken. If the compendium of clips is archived and reused, then that would need to be captioned; however, the original from which the clips were taken would not need to be.

Feedback to students is exempt.

Video feedback to your students would be considered “raw footage”, and thus does not need to be captioned. There is a caveat to this strategy, however. In an online class, students do not need to self-identify as hearing impaired. Before providing video feedback to students (which is a terrific feedback form that students love!), let your students know that you will send video feedback, and allow them to “opt out” if they would like written feedback.

Restricted access materials might be exempt.

When a video will only be shown to a restricted set of users and none of those require captions, you do not need to caption. An example might be a password protected class in which a video specifically for that class is shown. Please note that if the video is meant to be a permanent part of the class term after term, then this exemption no longer applies as you do not know who might be taking the class in the future.

Captioning Assistance

[3C Media Solutions](#): in addition to hosting videos, 3C Media will help with the captioning of faculty-produced video. They won’t caption videos you have purchased, rented, or curated from others, but if you have made your own instructional video, you can request archiving and captioning through 3C Media Solutions.

[Distance Education Captioning and Transcription \(DECT\) Grant](#): The DECT grant is funded by the Chancellor’s Office to “promote faculty innovation in the use of audio, video, and multi-media content in distance learning classes.” The grant provides funds for professional captioning and transcription. Colleges apply for a grant within a specific semester, and once approved, can use the funds to either pay a vendor of their choice or can use a pre-approved vendor from DECT. This is a terrific way to get your own videos captioned or to have professional videos captioned. Please be

sure you have the right to use these videos. For more information on applying for a captioning grant, please visit the [DECT FAQ](#) page.

Other Considerations

In addition to the material in the LMS, instructors need to ensure that online third-party resources (websites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content known as e-Packs. Some e-Packs may not include alt tags or other accessibility options. Before considering an e-Pack for a course it is important to find out if instructors can alter the course to make it accessible. Instructors should ask publishers to provide the voluntary product accessibility template (VPAT) for their materials.

Appendix A: California Community Colleges Online Education Initiative Course Rubric Design

Online Course Review Information

Date:	Click or tap here to enter text.
College:	Click or tap here to enter text.
Instructor Name:	Click or tap here to enter text.
Local Course ID:	Click or tap here to enter text.
Course C-ID (if applicable):	Click or tap here to enter text.
Review Names:	Click or tap here to enter text.

Review Type: Self Peer Lead Accessibility

Information below this line will be completed by the Lead Reviewer

Aligned Sections:

A

B

C

D

The OEI Course Design Rubric was developed in 2014 by OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OE Course Design Rubric:

- have met the CCC's highest level of design standards to support online student success and
- can be made available for cross enrollment to students at participating colleges

The rubric is divided into four sections.

Sections A-C

Section A: Course Presentation

The 14 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The six elements in this section address instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular and effective contact, both between and among instructors and students.

Section C: Assessment

The eight elements in this section address the variety and effectiveness of assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete: The element is missing or present to a degree that does not effectively support student success in online learning.

Aligned: The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements: This designation recognizes design choices that are aligned *and* go even further to enhance the student experience in an online environment.

Section D

Accessibility

The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete** or **Aligned**.

Creative Commons Licensed Content

In addition to preparing courses for the CVC Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses
- A tool for instructors seeking to update or improve existing classes
- The foundation for starting a campus based POCR (Peer Online Course Review) process

Visit www.cvc.edu for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

Section A: Content Presentation – Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
<p>A1: Placement of Objectives</p> <p><input type="checkbox"/> Objectives are not included in individual learning units.</p> <p>A2: Clarity of Objectives</p> <p><input type="checkbox"/> Objectives do not include demonstrable learning outcomes.</p> <p>A3: Alignment of Objectives</p> <p><input type="checkbox"/> Learning unit content is not aligned with or sufficient to meet unit objectives.</p>	<p><input type="checkbox"/> Objectives are included in individual learning units.</p> <p><input type="checkbox"/> Objectives consistently include demonstrable learning outcomes.</p> <p><input type="checkbox"/> Content is clearly aligned with and sufficient to meet the learning unit objectives.</p>	<p><input type="checkbox"/> Objectives are consistently placed and easy to locate in the individual learning unit.</p> <p><input type="checkbox"/> Objectives are written in language that is student-centered.</p> <p><input type="checkbox"/> The connections between content and learning unit objectives are made explicitly clear to the students.</p>
<p>Criteria A1-A3 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation – Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
<input type="checkbox"/> Navigation and content flow are not easily determined.	<input type="checkbox"/> Navigation and content flow are easily determined by the user.	<input type="checkbox"/> Clearly labeled tutorial materials explaining how to navigate the specific course are included.
A5: Unit-level Chunking		
<input type="checkbox"/> Content is not presented in distinct learning units or modules.	<input type="checkbox"/> Content is meaningfully segmented into distinct units or modules to aid learning.	<input type="checkbox"/> Learning units or modules are consistently structured and sequenced to reduce cognitive load.
A6: Page-level Chunking		
<input type="checkbox"/> Page content is not chunked into manageable segments using headings, making online reading difficult.	<input type="checkbox"/> Page is chunked in manageable segments using headings that facilitate online reading.	<input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management (CMS) Tools		
<input type="checkbox"/> CMS tools that could reduce the labor intensity are not used effectively.	<input type="checkbox"/> CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.	<input type="checkbox"/> CMS tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia		
<input type="checkbox"/> Content is presented using primarily one medium.	<input type="checkbox"/> A variety of media, such as text, audio, video, images and/or graphics are used throughout.	<input type="checkbox"/> Multimedia is used creatively throughout the course to facilitate student-centered learning.
Criteria A4-A8 Comments:		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation – Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions		
<input type="checkbox"/> Instructions for working with course content are missing or incomplete (e.g. links to articles or videos are provided without any guidance for how the student should work with the material).	<input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article).	<input type="checkbox"/> Instructions are directly embedded in the content.
A10: Learning Support		
<input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	<input type="checkbox"/> Individualized learning opportunities, such as activities to support Basic Skills or resources for advanced learning are provided.	<input type="checkbox"/> Frequent individualized learning opportunities are provided throughout the course.
A11: Learning Feedback		
<input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	<input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	<input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.
Criteria A9-A11 Comments:		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation- Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
<p>A12: Instructions</p> <p><input type="checkbox"/> Instructions for working with course content are missing or incomplete (e.g. links to articles or videos are provided without any guidance for how the student should work with the material).</p> <p>A10: Learning Support</p> <p><input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.</p> <p>A11: Learning Feedback</p> <p><input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.</p>	<p><input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article).</p> <p><input type="checkbox"/> Individualized learning opportunities, such as activities to support Basic Skills or resources for advanced learning are provided.</p> <p><input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.</p>	<p><input type="checkbox"/> Instructions are directly embedded in the content.</p> <p><input type="checkbox"/> Frequent individualized learning opportunities are provided throughout the course.</p> <p><input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.</p>
<p>Criteria A9-A11 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section A: Content Presentation – Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
<input type="checkbox"/> Institutional/instructor policies relevant for learner success are not included or are difficult to find.	<input type="checkbox"/> Policies relevant for learner success (e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	<input type="checkbox"/> Institution/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services		
<input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course to find support resources.	<input type="checkbox"/> Links to student services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	<input type="checkbox"/> Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support		
<input type="checkbox"/> Information about and the links to technology support are not included or easily found.	<input type="checkbox"/> Technology support is explained to students, and relevant contact information and/or links are easily found.	<input type="checkbox"/> Links to technology support and trouble-shooting tips are provided where they may be needed throughout the course.
Criteria A12-A14 Comments:		
Click or tap here to enter text.		

Section B: Interaction- Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
<p>B1: Pre-Course Contact</p> <p><input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.</p> <p>B2: Regular Effective Contact</p> <p><input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.</p> <p>B3: Student-Initiated Contact</p> <p><input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.</p>	<p><input type="checkbox"/> Instructor initiates contact prior to or at the beginning of the course.</p> <p><input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools.</p> <p><input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.</p>	<p><input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.</p> <p><input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.</p> <p><input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.</p>
<p>Criteria B1-B3 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section B: Interaction – Student-to-Student Contact

Incomplete	Aligned	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
<input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> This course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
<input type="checkbox"/> Students have no or limited opportunities to engage in regular effective contact with students (e.g., limited to a single Q&A discussion forum only).	<input type="checkbox"/> Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of participation (i.e., quantity and quality of interactions) are consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.
Criteria B4-B6 Comments:		
<p>Click or tap here to enter text.</p>		

Section C: Assessment – Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
<p>C1: Authenticity</p> <p><input type="checkbox"/> There is little or no evidence of authenticity built into assessments.</p> <p>C2: Validity</p> <p><input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives.</p> <p>C3: Variety</p> <p><input type="checkbox"/> Assessments are limited primarily to one type of assessment (either formative or summative).</p> <p>C4: Frequency</p> <p><input type="checkbox"/> Assessments are few and infrequent.</p>	<p><input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes.</p> <p><input type="checkbox"/> Assessments appear to align with the objectives.</p> <p><input type="checkbox"/> Both formative and summative assessments are used throughout the course.</p> <p><input type="checkbox"/> Multiple assessments are administered during the duration of the course.</p>	<p><input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.</p> <p><input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.</p> <p><input type="checkbox"/> Multiple types of formative and summative assessments are used (research projects, objective test, discussions, etc.)</p> <p><input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.</p>
<p>Criteria C1-C4 Comments:</p>		
<p>Click or tap here to enter text.</p>		

Section C: Assessment – Guidance and Feedback

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide		
<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	<input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of “good work.”
C6: Assessment Instructions		
<input type="checkbox"/> Assessments include little or no instructions.	<input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/> Instructions are written clearly and with exemplary details to ensure understanding.
C7: Feedback		
<input type="checkbox"/> There is little or no evidence of meaningful feedback on student assessments.	<input type="checkbox"/> The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	<input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment		
<input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment.	<input type="checkbox"/> Opportunities for student self-assessment with feedback are present.	<input type="checkbox"/> There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.
Criteria C5-C8 Comments:		
<p>Click or tap here to enter text.</p>		

Section D: Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:

- LTI/Apps Media Player Links to 3rd party websites Publisher content

3rd Party Resources in this course: [Click or tap here to enter text.](#)

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor’s Office CVS-OEI grant, please visit www.cvc.edu. For other web and information technology accessibility needs, please visit the [CCC Accessibility Center](#).

<p>D1: Heading Styles Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D1 Comments Click or tap here to enter text.</p>			
<p>D2: Lists Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D2 Comments Click or tap here to enter text.</p>			

<p>D3: Links Links are identified with meaningful and unique text in place of displaying the URL. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D3 Comments Click or tap here to enter text.</p>			
<p>D4: Tables Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D4 Comments Click or tap here to enter text.</p>			
<p>D5: Color Contrast There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D6 Comments Click or tap here to enter text.</p>			
<p>D7: Images All images have appropriate alternative text, either explaining instructional value or indicating that the image is decorative. Alternative text does not contain “image of”, “picture of”, or file extension (e.g., “.jpg”). Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D7 Comments Click or tap here to enter text.</p>			

<p>D8: Reading Order Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Check: <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D8 Comments Click or tap here to enter text.</p>			
<p>D9: Slides Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. Check: <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D9 Comments Click or tap here to enter text.</p>			
<p>D10: Spreadsheets Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. Check: <input type="checkbox"/> Spreadsheets</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D10 Comments Click or tap here to enter text.</p>			
<p>D11: Accessibility Checkers Files and content pages pass any built-in accessibility check available in the software. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D11 Comments Click or tap here to enter text.</p>			

<p>D12: Video All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. Check: <input type="checkbox"/> Required video content inside the course management system or external video content linked to form within the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D12 Comments Click or tap here to enter text.</p>			
<p>D13: Audio Audio files must be accompanied by complete and accurate transcripts. <input type="checkbox"/> Audio files within the course management system and external audio-only content linked to from within the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D13 Comments Click or tap here to enter text.</p>			
<p>D14: Flashing Content Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. Check: <input type="checkbox"/> Videos <input type="checkbox"/> Canvas Content <input type="checkbox"/> files, including slides, documents, etc.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D14 Comments Click or tap here to enter text.</p>			

<p>D15: Live Captions Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Check: <input type="checkbox"/> Plan for captioning any live, synchronous video events planned for the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D15 Comments Click or tap here to enter text.</p>			
<p>D16: Auto-play Audio and video auto-play content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume. Check: <input type="checkbox"/> Audio and video content inside the course management system or linked to from within the course.</p>	<p>NA <input type="checkbox"/></p>	<p>Incomplete <input type="checkbox"/></p>	<p>Aligned <input type="checkbox"/></p>
<p>D16 Comments Click or tap here to enter text.</p>			

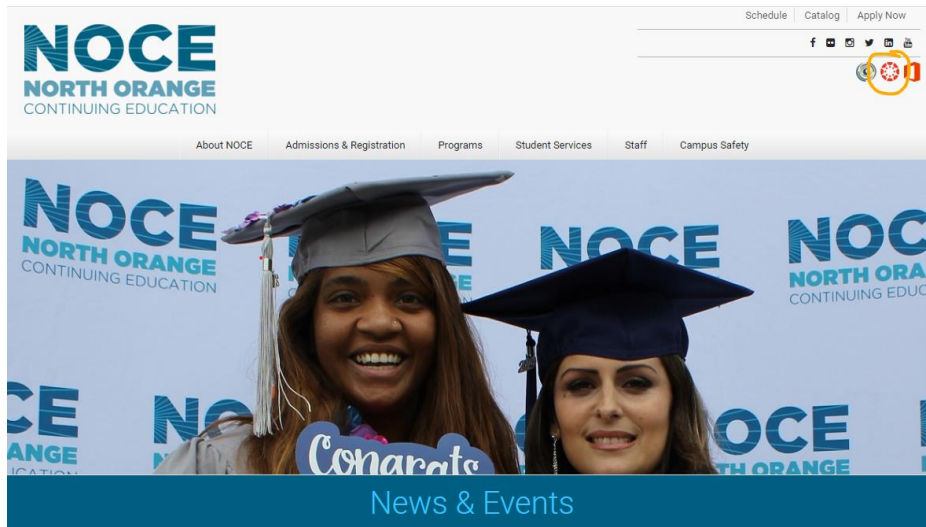
Appendix B: Sample Welcome Letter

Welcome to *Course Name*.

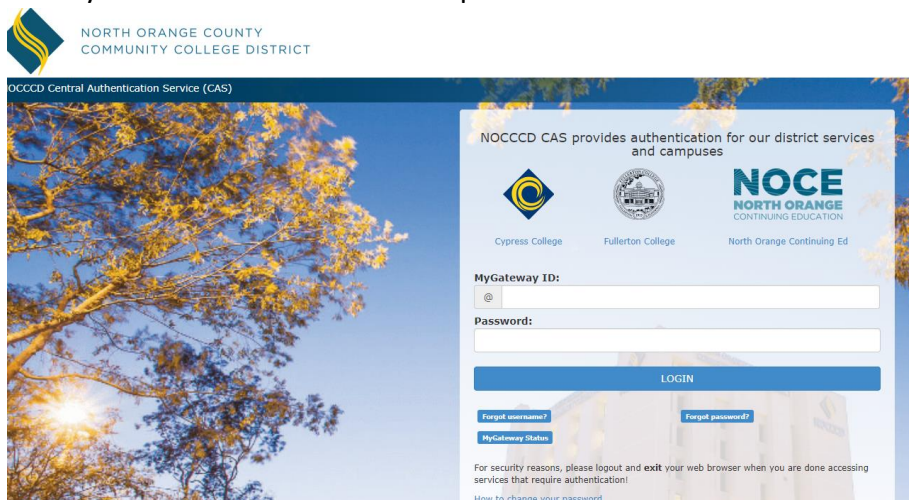
I am excited to start this semester with you. In order to start you off successfully, I wanted to outline a few important issues related to this course.

This is a fully online course which means the entire course will be delivered online through Canvas. The instructions for using Canvas are available below. Canvas is a Learning Management System (LMS). Please read over the instructions below for logging into the course. If this is your first online course, don't worry. I will provide more information about Canvas and how to access the course materials during the online orientation.

To log into Canvas, go to the [NOCE website](#) and click on the red, circular Canvas icon.



Enter your student ID number and password.



Once you have logged into Canvas, you can click on the Start Here tab to complete the course orientation.

For your convenience, I have attached the course syllabus and some helpful links to get started in Canvas. If you have any questions, please feel free to email me at instructor@noce.edu.

I look forward to meeting you!

Instructor XYZ

Appendix C: Distance Education Syllabus Template



Course Syllabus

Welcome to North Orange Continuing Education. This course is designed to promote success in your effort to accomplish your individual goals by providing quality lifelong learning opportunities and services.

Course Title

Course ID:

Course Registration Number (CRN):

Dates:

Course Designation: Fully Online, all instruction is online; Partially Online, instruction is offered online with required on-campus meetings and/or assessments; Online with Flexible In-Person Component, instruction is offered online with mandatory proctored assessments or other activities at a flexible time and place

Student-Friendly Course Description (Recommended): A student-friendly instruction to the course

Course Objectives

1. List in numerical order

Course Learning Outcomes (SLOs)

1. List in numerical order

Course Textbook/Materials

Textbook(s) title, author, edition, and ISBN

Class materials and supplies

Prerequisites

Identify any prerequisites for the course

Instructor Information

Instructor Name:

Instructor's Email: (@noce.edu)

Contact Hours: A statement defining student expectations for instructor responsiveness and availability specifying when the instructor will and will not be available online to students and expected response times. For example, "Monday through Friday, you can expect me to respond within 24 hours; anything posted to me after 4:00 pm on Friday will receive a response on Monday."

Instructor Initiated Contact

A distance education instructor-initiated contact statement describing the frequency and timeliness of instructor-initiated contact and instructor feedback. The following example should be customized to match the official course outline, individual faculty preferences, and existing syllabus information regarding contact hours specifying expectations for responsiveness and availability. For example, "During the course of each week I will contact you regularly just to keep in touch, but also to verify your progress, participation, and performance. Our contact will be in the form of the following or similar activities: group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, telephone contact, voice mail, feedback on your coursework, an online Zoom meeting or video conference."

Course Requirements

Class Meeting Times

In-person and/or synchronous meeting dates and times for partially online and online with flexible in-person component courses and if applicable, for fully online courses.

Physical Class Location

Building name and physical classroom number for partially online and online with flexible in-person component courses, and if applicable, for fully online courses.

Online Class Location

Canvas is a learning management system. It is the primary location of all your NOCE course materials and grades.

Registered Students will find the course content in Canvas. If you are being added on or after the first day of class, you should have access within 24 to 48 hours.

Computer Requirements & On-Campus Labs

Computer Skills

Computer skills necessary to be successful in the course; for example, comfort with web-browsing, submitting assignments, sending and receiving email., and saving coursework on a computer.

Computer Equipment & Requirements

List of all hardware, software, and Canvas requirements necessary to be successful in the course., preferably with a link to the Requirements page on the NOCE Distance Education Website; for example, “To access your Canvas classroom, you will need to know your user name and password, have internet access, and a valid email account. If you are new to Canvas, open Canvas by clicking on the orange circle in the upper right-hand corner of the NOCE website, or by pointing to the Student Services tab and clicking Canvas. Please check the requirements page on the Distance Education website for a current list of supported browsers and operating systems. Requirements for the course publisher homework system are provided below.”

On-Campus Labs

Include a brief statement explaining how students can access computers in the on-campus labs as appropriate to your program. An NOCE access card is provided to students who wish to access the instruction offered in an NOCE open lab. The function of the card in an open lab is to track student attendance by utilizing the barcode printed on the card with equipment positioned at the entrance of each lab. Tracking student attendance is critical and required for state funding which provides support for the labs. The Access Card is also needed to check out books from the Cypress College or Fullerton College libraries, along with a valid photo identification. Students can obtain an Access Card by visiting an Admissions and Registration Office at any one of the three NOCE centers.

Tips for Online Success

Student Roles and Responsibilities

A description of student roles and responsibilities pertinent to the class.

Success Skills

List of the specific skills to be successful in the course.

The [California Community Colleges Online Education Initiative](#) has developed tools to help you succeed in a Distance Education class. You can access some of the interactive tools using the links below:

[Introduction to Online Learning](#)

[Getting Tech Ready](#)

[Online Study Skills and Managing Time](#)

[Online Reading Strategies](#)

[Communication Skills for Online Learning](#)

Class Schedules for Topics, Assignments, & Due Dates (optional)

Please refer to the course modules for more information. All dates are tentative. Changes are subject to course progress and/or any special circumstances.

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Week 16:

Week 17:

Week 18:

Assignment Location & Submission in Canvas

[Directions to assignment locations in the Canvas course site including how assignments should be submitted electronically.](#)

Announcement Expectations

[Frequency and procedures for course announcements and assignment schedule changes. A regular routine is recommended, such as posting a new announcement once a week on the same day and time for each week; for example, "Weekly updates on the progress of the course, schedule](#)

changes, and other important information will be posted in the Canvas Announcements section available directly from the main course menu. New announcements will be posted Mondays by 5:00 pm and as needed during the week. Reading these announcements will help you keep up with course developments.”

Course Policies

Course Attendance Policy

A Distance Education attendance statement, in accordance with the established attendance policy and Department of Education regulations, should appear in each course syllabus specifying how absences are managed. The following example should be customized to match the course delivery method and the official course outline. “Absences in this course are accounted for by monitoring academic attendance or attendance at an academically-related activity. You will be considered “present” in this course if there is evidence of your weekly participation in an academically-related activity including, but not limited to, physically attending in-person sessions of a partially online class, submitting an academic assignment, taking an exam, substantively participating in a course online discussion, study group, or other synchronous or asynchronous activity, or by initiating contact with me in matters related to the course. You will be considered “absent” if there is no evidence of your participation in an academically-related activity for this course for more than one week or if you accumulate a consecutive or nonconsecutive lack of academically-related activity of more than a week that is more than the number of times the class meets per week. For example, in an online class that would typically meet twice per week, one week’s worth of missed academically related assignment(s) or activity(ies) would be grounds for dismissal. If you have not submitted assignments or participated in an academically related activity for one week, you may be dropped from the course.”

Course Participation Policy

A participation policy specific to the course delivery method, including decorum, behavior, and netiquette. The participation policy should expand upon the attendance policy by more concretely defining what it means to engage in academically related activities with specific examples from the course.

Course Grading Policy

The grading policy should include how and when students can access their assignment and final grades and make-up/late policies.

Course Behavior Policies

Academic Honesty Policy

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge. Students shall not plagiarize, which is defined as stealing or passing off as one's own ideas or words of another and as using a creative production without crediting the source. Students shall not cheat, which is defined as using notes, aids, or the help of other students on tests or exams in ways other than expressly permitted by the instructor.

By enrolling in a Distance Education course, you agree that you are the one accessing and completing the work for this course and will not share your Canvas username or password with others. The full text of the institutional policy is available in the NOCE catalog on the campus website.

Food & Beverage Policy (if applicable for partially online or online with flexible in-person component courses)

No food is permitted in the classroom. Only bottled water is allowed.

Cell Phone & Electronic Device Policy (if applicable for partially online or online with flexible in-person component courses)

All electronic devices will be turned off during class time. Please turn these devices off before entering. Use of these devices in class may lead to the student being asked to leave the classroom incurring a recorded absence.

Student Code of Conduct

Student conduct must conform to Board Policy (BP 5500). A student who violates the standards of the student conduct code shall be subject to disciplinary action including, but not limited to, the removal, suspension, or expulsion of the student.

Student Grievances

Information on the grievance policy directing students to the Student Grievance section of the NOCE catalog. For example, "I am available to discuss and resolve any course related matter with you. However, with as many interpersonal transactions as occur on a college campus, disagreements with instructors may occur. Should that be the case, please consult the student grievance procedures round on the campus website."

Course Drop Policy

While an instructor may drop a student for excessive absences, it is the student's responsibility to officially drop the class by visiting a registration counter located at each NOCE campus, or online by logging into [My Gateway](#). Failure to officially drop or withdraw from a course may result in a failing grade.

Grade Appeal

Students have the right to formally appeal a grade in a course. Appeals are limited to situations in which students believe the grade was prejudicially, capriciously, or arbitrarily assigned. The grade appeal form may be picked up at any Admissions and Records Office. Instructions on submitting a grade appeal are provided on the form.

Sexual Harassment/Discrimination Policy

Students who believe they have been subjected to unlawful discrimination, including sexual harassment, or who seek information regarding the District's Unlawful Discrimination Policy, should contact the [Office of the Vice Chancellor, Human Resources](#).

Counseling & Student Services

Counseling and Student Services can assist students in the following areas:

1. Define a course of study
2. Develop student educational plans
3. Provide academic counseling and referrals
4. Assist with transition to college

Additional information regarding Counseling and Student Services can be found in the [NOCE Class Schedule](#) and on the [NOCE website](#).

Disability Support Services

Students who anticipate a need for formal, disability-related accommodations to be successful in this distance education course should contact the instructor to discuss ways to ensure full participation in the course and to plan how best to coordinate any necessary accommodations. Students requesting accommodations should contact a [DSS counselor](#) as soon as possible to coordinate services with the instructor.

Appendix D: Regular Effective Contact Checklist

Adapted from the CCC-OEI Course Design Rubric

Interaction	Meets Expectations	Exceeds Expectations
Instructor Contact		
Pre-Course Contact	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
Comments:		
Regular Effective Contact	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using Canvas communication tools.	<input type="checkbox"/> The course design provides ample opportunities for regular effective contact using a wide variety of communication tools.
Comments:		
Student-Initiated Contact	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
Comments:		
Student-to-Student Contact		
Student-Initiated Contact with Other Students	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
Comments:		
Regular Effective Contact Among Students	<input type="checkbox"/> Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to a variety of cultures and communication styles in the learning community.
Comments:		

Participation Levels	<input type="checkbox"/> Guidelines explaining required levels of participation (i.e. quantity and quality of interactions) are consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.
Comments:		

References

Distance Education Advisory Committee, C. D. (2019, Jul). College of the Siskayous Distance Learning Handbook. College of the Siskayous.

Committee, F. C. (2017, May). Fullerton College Distance Education Faculty Handbook.

Fiori, C., & Glapa-Grossklag. (2012, Jan 5). *Creating Accessible Online Courses*. Retrieved from @One.

Hai-Jew, S. (2010). *An Instructional Design Approach to Updating an Online Course Curriculum*. Retrieved from EDUCASE Quarterly.

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Garrett Campbell	Physical Education Instructor, Football Coach
Kim Vandervort	English Instructor

NOCE Distance Education Advisory Group

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Tina McClurkin	NOCE Professor, Academic Senate President
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