

College of the Canyons

Distance Education

Faculty Handbook

Covers Hybrid and Fully Online Courses

Developed by the Academic Senate and Online Education, May 2020

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Introduction

This handbook provides an overview of the procedures, policies, and best practices for teaching Distance Education (DE) courses at College of the Canyons. Some “how to...” instructions are included, although this is not intended to be a comprehensive manual about DE technology and methodology. Sources about technical information and available training are summarized in Appendix C.

Key predictors of student success in online courses are: (1) Quality of the instructional design; (2) Quality of student-instructor interaction; and (3) Quality of student-student interaction. The mode of delivery itself, after other factors are considered, are not predictive of student success or learning outcomes. Well-planned and engaged teaching are the primary ingredients for successful instruction, whether online or on campus. These factors are covered in this handbook, along with policies, procedures, and basic information about the availability and use of distance education at College of the Canyons.

State and Federal guidelines regarding distance education change rapidly. Even if you were familiar with DE regulations in the past, it is a good idea to review current guidelines, policies, and laws. This is the subject of the next section.

Nothing in this handbook should be construed as overriding any district policies, procedures, federal or state regulations, or collective bargaining agreements. It is meant as a practical handbook to be applied within the context of these regulations and agreements.

DE Definitions, Policies, and Course Development

Federal and state authorities have established definitions for distance education courses and minimum standards for instructor-student interaction and student-student interaction to ensure that distance education courses are comparable in content and effectiveness to face-to-face courses. These standards are, in turn, reflected in our local curriculum process.

Definitions: Distance Education, Online, Hybrid, HyFlex, Web-Enhanced, and Correspondence Courses

Distance Education is an expansive term that refers to instruction in which the instructor and students are separated by time and/or distance and interact through the assistance of technology. It is a term that is important for accreditation and compliance with state and federal regulations. **Distance Education** is also used for instructional continuity during a time of emergency when traditional classes cannot meet in-person.

During the onset of COVID-19 in Spring 2020, many colleges employed the term “remote” learning. While this term was useful in the moment, it has no basis in law or regulation.

Students enrolled in classes using distance education may need to join an online lecture at a particular date or time, or may be given flexibility to complete lessons, activities, assignments and exams at a distance while adhering to instructor-defined due dates. In **Distance**

Education, instructors shall initiate regular and effective contact with students by utilizing Learning Management System (LMS) communication tools, video conferencing, email, or chat applications.

California regulations (Title 5) the Accrediting Commission for Community and Junior Colleges (ACCJC), and the United States Department of Education (DoE) recognize the overarching categories of face-to-face instruction, correspondence education, and distance education. Subsets of distance education such as online, hybrid, etc. exist in practice, but not in regulation.

Our local board policy on attendance, [BP 4233](#), defines a distance education courses as “courses that deliver instruction online using the Internet (synchronously and/or asynchronously), provide for regular and substantive contact and interaction online between instructor and students that is initiated by the instructor, and require online activities as part of a student’s grade.”

Online Education uses online tools to deliver lessons, activities, assignments, exams, and to communicate with the instructor and other students. This is done primarily via the district-adopted LMS, which is currently Canvas. Students enrolled in an online class are able to complete all coursework and activities online without needing to physically attend a class. Instructors of **Online** classes utilize an LMS to combine course design strategies and online pedagogy to support learners and initiate regular and effective contact with students. College of the Canyons Instructors must be ‘Online & Hybrid Instructor Certified’ to teach an **Online** course.

Hybrid is a type of distance education in which the instructional time is conducted partially online and partially in-person. Hybrid classes combine the learning formats of online and on-campus classes. Hybrid classes have defined on-campus meetings as well as coursework to be completed independently online. CA Title 5 regulations state that whenever scheduled on-campus class hours are replaced by online activities, this becomes a distance education course. In practice, we would call this mix of scheduled on-campus and online sessions **hybrid**. College of the Canyons instructors must be ‘Online & Hybrid Instructor Certified’ to teach a **hybrid** course.

HyFlex is a hybrid course with synchronous online class meetings. The instructor delivers instruction both online and on-campus at the same time. Students can participate in the scheduled lectures face-to-face or online via web conferencing tools at the days/times/location specified in the schedule of classes.

Web-Enhanced courses are those in which an instructor teaching a face-to-face course utilizes the LMS to provide students with online course materials, textbooks, and/or resources to communicate with students. College of the Canyons Instructors must be ‘Canvas Certified’ to **web-enhance** their face-to-face course.

Correspondence courses use the Internet to *distribute* course material and do not provide online OR face-to-face *instruction*. These courses have limited interaction between the instructor and the student, contact is *neither regular nor substantive*, and contact is primarily initiated by the student. These courses are usually self-paced and present barriers for students to qualify for federal financial aid. Lastly, ACCJC follows the federal definitions for distance education and correspondence education and thus considers correspondence to be distinguished from distance education courses. The federal definition for correspondence education is:

Correspondence education means education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education. (34 C.F.R. § 602.3)

Therefore, correspondence courses are not considered distance education courses.

Definition of “Regular and Effective Contact”

The federal education code, the ACCJC, and the CCCCCO require that distance education courses involve “regular and effective contact” between the instructor and student, and between students. (You will sometimes hear the phrase “regular and substantive” to mean the same thing.) The amount and quality of instructor and student interaction in online courses are key factors that are evaluated by outside agencies.

“Regular and effective contact” at College of the Canyons includes at least exchanges during every unit or module between instructor and student in which instructors provide substantive feedback to students, and in which students have the opportunity to ask questions or make comments. Examples include online discussion forums, collaborative exercises, chats, live webinars, audio/video conferencing, and email exchanges. The interactions may include structured and graded interaction between students. One benchmark for the appropriate amount of graded interaction in an online course is to ask, “Can the student be successful in the course (receive a C or better) without participating in online interactions?” If the answer is “yes” then more graded online interactions may need to be employed.

Our local board policy on attendance, [BP 4233](#), defines academic engagement in Distance Education as “academically related activities, described in the relevant course outline of record, including, but not limited to regular or substantive interaction between the students and initiated by the faculty through discussion board posts, completed assignments, or electronic conversations with faculty. This does not include passive activity in the course; e.g. watching a lecture, downloading an assignment, or other non-interactive activities.”

The Course Outline of Record and DE Addendum

California Community College instructors are required to design and teach their courses according to the official “Course Outline of Record” (COR), approved by the local Curriculum Committee. At College of the Canyons, CORs are approved by the Curriculum Committee, Academic Senate, and Board of Trustees. The COR includes the faculty minimum qualifications requirements to teach the courses content, the units that the course satisfies, the course description which appears in the catalog, a sample topic outline, course objectives, sample educational materials, methods of assessment, and Student Learning Outcomes that are to be reached by successful students in that course.

The State requires that Course Outlines of Record for courses that will be offered via DE must also be separately reviewed to ensure they contain sufficient guidelines about how the course SLOs will be met using DE methods of delivery. At College of the Canyons this review is

recorded in the DE Addendum form which undergoes review by the Curriculum Committee and is attached to the COR. Locally, this form is known as the Distance Learning Addendum, or DLA.

A template of the DE Addendum for College of the Canyons is provided as Appendix B. The title, course description, and course SLOs in the COR should be included in the course syllabus. See the [Academic Senate Recommendations Syllabus Recommendations](#) for further information about what the syllabus should include.

The COR documents are available through the online curriculum platform “[eLumen](#).” If you have difficulty accessing eLumen contact [Patrick Backes](#) in the Curriculum Office.

Qualifications for Teaching College of the Canyons Online & Hybrid Courses

Online Instructor Qualifications, approved by the College of the Canyons Academic Senate most recently in 2017, require that before teaching an online or hybrid course at College of the Canyons, instructors complete specific training components to earn an Online & Hybrid Instructor Certificate. The required training components to earn this certificate are:

1. Intro to Teaching with Canvas (self-paced online course)
2. Section 508 Accessibility workshop
3. Introduction to Online Instruction (equivalent of a 2-unit, 100% online course).

Per Academic Senate requirements, College of the Canyons online & hybrid instructors will refresh their Online Instructor Qualifications every three years by completing a self-paced online training (approximately two hours), which includes updates on technology, regulations, accreditation requirements, best practices, and resources.

The Online Education Office provides additional resources to support faculty. For example, frequent workshops, open labs, and an annual Online & Hybrid Instructor Retreat is offered to faculty so that they can learn about the latest developments in online education, collaborate with colleagues, and explore online teaching best practices. Check the Online Education [website](#) for training available on campus.

Online courses and instruction are evaluated as part of the normal faculty evaluation process. The faculty union bargaining agreements provide details about the evaluation process. The evaluation forms can be found under the Instruction Office on the intranet.

Requirements for Web-Enhancing Face-to-Face Courses via Canvas

In order to use Canvas to supplement face-to-face instruction at College of the Canyons, instructors must complete training to become ‘Canvas Certified’. This training consists of a 100% online, self-paced, approximately 4-hour long course, where you learn how to find and use Canvas tools to build accessible course content and assessments, communicate with

students, and grade and provide feedback on assessments. Instructors may [request to enroll](#) in the course to complete training.

Canvas: The College Learning Management System

College of the Canyons uses Canvas as our LMS. All California Community Colleges use Canvas as part of the state Online Education Initiative. This provides a consistent online classroom for students and faculty.

Online Education maintains a [Canvas Instructor Resources page](#) with references and tutorials. Canvas provides various guides and support options for students and faculty, which are available at the [Canvas Community](#) and by selecting the “?” icon in the Canvas global navigation. The help icon connects users to guides, videos, and tutorials, features a “Report a Problem” option, and Canvas 24/7 phone support numbers for instructors and students.

Student and Instructor Account Creation in Canvas

Canvas shells are automatically created for all College of the Canyons course sections, and are available to instructors who are Canvas Certified*. Instructors and students are added to these courses as the official record is available in the college’s MyCanyons information system. Canvas course shells will not be visible to students until the Instructor publishes the course. If you are a Canvas Certified instructor, and do not see the course that you are scheduled to teach in Canvas, please contact [Chad Estrella](#), the Canvas Administrator, with your course name and the section number and start date of your course, along with any additional set-up requests (example, multiple sections in one course).

Attendance and Dropping Students

Verifying that students are regularly and actively participating in your online course is essential, especially in the first several weeks. The level of activity of students in the first several weeks of online courses is highly predictive of the successful completion of the course. Per the [Board Policy \(BP\) and Administrative Procedure \(AP\) 4233](#), attendance in an online course requires regular or substantive interaction between students and initiated by the faculty. Students must actively participate in the course, not just enter and view materials.

Instructors must provide the opportunity for students to engage in regular and effective contact every week. Creating a short exercise that is required in the first week is encouraged to immediately engage students and initiate regular and effective contact with and between students. For example, creating a discussion forum in which students introduce themselves and are required to respond to other student posts is a way to foster student-student interaction early in the course. You may consider including simple exercises at the beginning of your course that require students to demonstrate their ability to use each of the activities you plan to assign like quizzes, forums, or essay assignments.

To help clarify your expectation of activity at the beginning of the semester, it may help to include some language in your syllabus such as, “Students must respond to the first discussion topic located in Canvas, our learning management system, by the end of the first day or risk being dropped from the class for non-participation.” It is also nice to add something along the

lines of “please let me know if you are not able to post by the first day, or if you are having issues with logging into, or finding your way around Canvas.”

Canyons Connects can be utilized to flag attendance concerns.

Organizing Your Course

The organization of online courses is critical for student success in online courses. The most common reason for students dropping or failing online courses is the difficulty they face in scheduling regular times to study and complete their course work. Often students sign up for online courses because they have a job or family responsibilities that make it difficult or impossible to schedule face-to-face courses. Organizing your course in a way that helps ease student navigation can play a critical role in ensuring their success. Of course it also provides you with the same advantages!

The most important strategy for organizing online courses to assist time management is to divide your course into modules. The “Modules” feature in Canvas is a good tool to use for this and is easy to organize. A consistent repetitive pattern of assignments and their due dates with a clear beginning and end can make time management much easier for both you and the students. The value of this aspect of the organization of your online course cannot be overemphasized! It can make the difference between the success or failure of many of your students.

Here’s an example of a module organization that would be repeated every week or every topic:

- **Overview:** A short overview of this module including learning outcomes
- **Main Content:** Reading and/or audio/video. (presentation of the core weekly information with an introduction or guide to key points or themes)
- **Supporting Resources:** Videos, PowerPoints, flashcards, brief quizzes with feedback about comprehension, graphics (textbook or other websites can be useful here, or library videos, YouTube videos, TED videos, or original resources created by you)
- **Interaction:** Discussion forums, virtual office hours (chat or video conference), group projects, peer grading exercises
- **Assessment:** Quizzes, essays, projects, and/or graded forum discussions
- **Summary and Preview:** Summary of what the student should have learned, how this module fits within the overall course, and what’s next!

The different functions listed above don’t have to be separate activities or resources. For instance, if you use peer grading, portions of assessment may be accomplished along with providing an interactive experience. The main organizational principle is that your course follows approximately the same pattern in each module.

To assist faculty in developing and improving their online or hybrid online courses, College of the Canyons has developed a [Course Design Checklist](#). This Course Design Checklist is not intended to serve nor does it serve as a formal evaluation of instructors. Rather, through its adoption by the Academic Senate on November 8, 2018, the checklist is designed as a tool to support faculty in their online or hybrid course design. The Course Design Checklist includes four sections and can be found as Appendix A.

Preparing Course Material

File Types

You can upload just about any type of file to Canvas. Students have Microsoft Office 365 products including Word, PowerPoint and Excel for free through their [student email](#) account. College of the Canyons' campus computer labs also have Microsoft Office products available. An additional option is for students to download a reader program from Microsoft (free on [Microsoft's website](#)) or use a non-Microsoft program that will open them. [OpenOffice](#) is one of the most popular free suites of programs that can open and save documents in Microsoft formats. (See Appendix D for links to readers and other resources).

Another option is to save all your documents in PDF format. Saving files in this format is an option in most programs when you select "Save as...". The browser plugin to read PDF files is included in every web browser, even older browsers. However, the PDF reader may not display all features of the original document. For instance, it won't preserve PowerPoint animations such as items sliding in and out, or Excel calculations.

Maintaining Accessibility for Students with Disabilities

By regulation (CA Title 5 and Section 508 federal regulations) and as a duty to our students, faculty should follow guidelines for maximizing the accessibility of instruction for students with disabilities. Since many students who take online classes are also students on campus, the campus Disabled Student Programs and Services (DSP&S) office can be of great assistance by providing software and hardware support to students. You can also call their office for recommendations about how to accommodate online students. In many cases, students with disabilities will be making use of the DSP&S support and will notify the faculty member of necessary accommodations as verified by the DSP&S staff.

Canvas is designed to be compliant with accessibility guidelines in most of its general functions and modules. An important option when using images in your course is to add an "alt" tag which describes the image. In Canvas, this field is called "Alt text" and can be read by a screen reader for the visually impaired.

It is essential there is a high color contrast between font color and the background. Additionally, avoid using unusual fonts or fonts smaller than 12 pt.

If you use videos in your course, they must be closed captioned or provide the narration or dialogue in a text file. Please refer to the [Distance Education Captioning and Transcription \(DECT\) grant](#) or [3CMedia](#) to submit your videos for captioning. See the resources in Appendix C for links to accessibility standards and guidelines, or contact the [DSP&S office](#).

College of the Canyons is committed to providing quality, accessible content for all of our students. In our continuing goal to provide equal access to all of our electronic information and instructional materials, remember to adhere to these following guidelines:

- Make sure all your Word documents, PDF files, and Canvas pages use headings for structure, alternative text is used for all images, headers are set to repeat for tables, sans serif font family is used, and finally, run the accessibility checker for Word or PDF documents before publishing.
- Ensure all of your videos—YouTube, homemade, publisher based, or otherwise—are captioned.
- Verify that third party websites, exercises, and/or content are accessible to all students.

If you are unsure if your content is accessible, please contact Scott McAfee in the DSP&S department to discuss the project.

Student and Instructor Technical Support

The [Online Education website](#) features a rich array of resources for students and instructors. Canvas features guides in the help area inside Canvas and on their [website](#).

24/7 Canvas support is available for students by calling: (877) 889-9052 and faculty by calling: (833) 286-2864. Log in support for students is available through COC's Canvas Support via email: cvsupport@canyons.edu.

There are many DE related professional development opportunities that are available several times a year. Watch email for announcements from Professional Development Office and check the websites for Online Education and Professional Development.

Fostering Interaction in Your Online Course

Per College of the Canyons' Attendance Policy ([BP 4233](#)), Academic Engagement in Distance Education is:

...academically related activities, described in the relevant course outline of record, including, but not limited to regular or substantive interaction between the students and initiated by the faculty through discussion board posts, completed assignments, or electronic conversations with faculty. This does not include passive activity in the course; e.g. watching a lecture, downloading an assignment, or other non-interactive activities.

Distance Education- courses that deliver instruction online using the Internet (synchronously and/or asynchronously), provide for regular and substantive contact and interaction online between instructor and students that is initiated by the instructor, and require online activities as part of a student's grade.

Fostering student engagement through creating a sense of immediacy and personalization of the educational experience is key for the continued participation and eventual success of the student.

A number of tools are available for creating online interaction between the instructor and students, and between students and students. Reviewing all of them is beyond the scope of this handbook, but here is a brief introduction to several commonly used features.

Discussions

One of the most common activities in Canvas is called a “Discussion.”

The “Discussion” tool is common in LMS’s and is sometimes called an online “discussion,” “threaded discussion,” or a “discussion forum.” Although some features may vary in different systems they all allow the instructor proposes a topic and allow students to respond to the instructor or to each other about the same topic. You can create as many discussions as you want but you should be consistent in how you use them so students get familiar with what is expected. They can be graded or ungraded, made available during certain time periods, students may be required to post their response before they can see posts by other students, and more. Consider hosting a “Meet and Greet” discussion at the beginning of your course that allows students to find commonalities and to build community.

Another idea is to create a space in Canvas where students can ask questions of each other to facilitate student-student interactions. You can allow students to start their own topics which is great for general discussions, but not recommended if you want to keep the interaction more focused. The instructor can choose to grade or not grade posts, but some level of participation should be required.

ConferZoom

Instructors may choose to hold weekly “webinars” utilizing a web conferencing tool, ConferZoom, to provide interaction with the students, and to deliver a substantial amount of instructional material. The state Chancellor’s Office supports free training and access to webinar technology for all California Community College campuses through [ConferZoom](#).

Zoom allows a large number of participants to interact within the webinar at the same time. The webinars support the display of PowerPoint slides, live audio and video, sharing computer screens with participants, live chat, audio participation through a phone that can be heard by the rest of the participants, live sending of attachments, immediate polling of students, thumbs up and thumbs down feedback, “raising your hand” to request the ability to respond to the class, and more. Shortly after the webinar is over it is available as a video archive that can be accessed for review or for students who missed the live presentation.

The [ConferZoom site](#) is also a great source for training opportunities and archived webinars on a wide variety of topics, including information about how to schedule your webinars. Additional resources can also be found on the California Community Colleges [Vision for Success Resource Center](#).

Assignments

The “assignments” activity in Canvas can be used for posting essays or papers. Feedback on “assignments” in Canvas can qualify as “interaction” if you provide substantive individual responses to students within a week, and your students have the opportunity to respond to your comments.

Groups

The group feature in Canvas can be used to create group exercises and discussions. You can assign the students in your course to particular groups, and either allow or disallow other students to see their interactions. Groups restricted to certain students are appropriate for

competitive projects such as debates, or to provide a “meeting place” for other projects without the rest of the class “listening in.” For instance, you could assign separate groups to brainstorm about a particular topic, then host a course-wide discussion to evaluate and summarize the results from all the groups.

Additional Resources

If you use tools that are outside of Canvas such as videos or quizzes from a textbook publisher, you should provide access to these resources within your College of the Canyons Canvas course. This will provide students one place to go to find resources, and will help you track student participation. This also helps adhere to accreditation and US DoE requirements that the institution verify student identity and safeguard student data.

Orientation Letters

At College of the Canyons, instructors create and send [Orientation Letters](#) for students in their online or hybrid courses prior to the start of the session. Orientation letters are coordinated by Online Education.

The letters serve as a welcome message and are usually separate from the course syllabus, which contains more detailed information about the course expectations, learning objectives, due dates, course policies, assignments and assessments. The Orientation Letters allow for faculty to set a friendly welcome and support students by:

- Becoming familiar with course expectations
- Easing concerns about the course
- Communicating that you are a real person who is accessible and approachable
- Saving time by addressing student questions
- Setting the stage for continued, positive interactions between you and your online students

When students consider registering for an online or hybrid class at COC, they are directed to visit the Online Education [Orientation Letter webpage](#) to find more information. Orientation letters help students to plan their schedules, understand course requirements, and anticipate the time commitment, necessary hardware / software they need to have or purchase, as well as any mandatory online or on campus meetings they need to attend. The Online Education department has created individual web pages for each instructor's orientation letter. Faculty can send them a permanent (generic) orientation letter that does not include semester specific information, so that your web page remains current. You may submit your orientation letter as a Word document via email to Online Education.

Online Education's department also provides resources to support the creation of Instructor Orientation Letters including recommendations, tips, and templates.

Verifying Your Students' Identity

Accreditation (ACCJC) and Federal (Title IV) guidelines require that institutions authenticate students' identity and safeguard their data. The learning management system (LMS), Canvas, is recognized as the approved means of doing so.

MyCanyons Account

MyCanyons is where you can check your official College of the Canyons rosters and where you will submit course grades at the end of the semester. You can also access various personal employee information through this service. Contact Human Resources or the Office of Instruction if you need assistance accessing your MyCanyons account.

Submitting Grades

Faculty submit their final course grades through the MyCanyons system, the same system where you view your official rosters. The Canvas grade book is not connected to this system. Consult resources on the Intranet or contact the Admissions and Records Office if you have questions.

Appendix A: Course Design Checklist

This Course Design Checklist is based on the Online Education Initiative (OEI) Course Design Guide (CDG). The purpose of this checklist is to provide insight to instructors who may wish to compare their existing courses with the best practices for on-line education established by the OEI. Each section of the checklist is linked to the [OEI Online Course Design Guide](#) (OEI-CDG) where additional resources, explanations and examples are provided.

Please note: This checklist is NOT intended as a formal evaluation tool of instructors or their courses.

The Course Design Checklist is available to download as an editable PDF. Below is a summary of the sections of the Checklist.

Section A-Content Presentation

1. Course/Unit/Chapter Objectives/Learning Outcomes are included in the course (e.g., syllabus, modules, and chapters).
2. Course is easy to navigate.
3. Course navigation menu displays only items that are relevant to the course.
4. Units/Modules/Pages are chunked into manageable segments.
5. A variety of modalities, (e.g., text, audio, video, images, graphics) are used.
6. Course design includes instructions for learners to work with content in meaningful ways (e.g., instructing students to take notes during a video, explaining the purpose of an external resource).
7. Individualized learning opportunities are provided (e.g., optional academic support workshops through the TLC; links to practice activities, videos, or audios; activities that present more challenging concepts; self-checks).
8. Learners have the opportunity to give anonymous feedback to the instructor regarding course design and or course content.
9. Institutional policies and services relevant for learner success are included (e.g., plagiarism, academic honesty, technical support, TLC, technology support, library, veteran's office, DSPS, Health Center) and are easy to find (e.g., syllabus, modules, and external links.)

Section B-Interaction

1. The Instructor initiates contact prior to or at the beginning of course and provides the syllabus, welcome letter, or other relevant resources.
2. The instructor's engagement in regular and effective contact includes the use of a variety of communication tools (e.g., email, inbox, announcements, chat).
3. Contact information for the instructor is easy to find (e.g., syllabus, syllabus page, home page, modules) and includes expected response times.
4. Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged in the syllabus and monitored by the instructor (e.g., discussion forums, synchronous chats, email).

5. Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building (e.g., discussion forums, group projects).
6. The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the class.
7. Rubrics or details of grading criteria are included for all assessments.

Section C-Assessment

1. Assessment activities lead to the demonstration of learning outcomes.
2. Both formative and summative assessments are used.
3. Multiple modes of assessment are used throughout the course.
4. Instructions for all assessments are written clearly with exemplary detail to ensure understanding.
5. Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
6. Multiple opportunities for student self-assessment with feedback are present.

Section D - Accessibility – Content Pages

1. Heading styles are used consistently (i.e., Heading 2, Heading 3).
2. Lists are created using the Bullet or Numbered List tool.
3. Links are descriptive, and avoid redundancy and non-descriptive phrases; Underlining is only used to denote active hyperlinks.
4. Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.
5. There is sufficient color contrast between foreground and background to meet Section standards.
6. Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.
7. Every image uses descriptive alternative text that includes any text visible in the image.

Section D - Accessibility – Files

1. For PowerPoints, every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.
2. PDFs pass the Adobe Accessibility Check with no substantial errors.
3. Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.
4. Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.
5. Live broadcasts include a means for displaying synchronized captions.
6. Multimedia is not set to auto-play.
7. Multimedia (including gifs and images) do not blink or strobe.

Section E - Institutional Accessibility

1. Any apps used in the course have been verified as accessible.
2. Any third-party media players used in the course have been verified as accessible.
3. Any third-party websites used in the course have been verified as accessible.
4. Any publisher content used in the course has been verified as accessible.

Appendix B: Distance Learning Addendum Template

Note: Below is a template for completing the Distance Learning Addendum used for the Course Outline of Record and approved by the Curriculum Committee.

A. Delivery Methods: Will this course be offered 100% online only, Hybrid only, or both

(only check hybrid if you plan to ever offer it in that format.)

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode? Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library requests; textbook supplements.

All of the same objectives, content, and integrity will be met in sections with distance learning delivery. Students are expected to:

1. Read the textbook and any supplementary reading materials.
2. Participate in mandatory classroom meetings for hybrid formats.
3. Demonstrate writing proficiency by concise written correspondence with the professor and other students and completion of written homework.
4. Complete and electronically submit written assignments.
5. Participate in synchronous or asynchronous group discussion via chat applications or discussion forums, as well as individual communications via email, demonstrating appropriate social and writing skills.

Student learning will be enhanced by the use of online discussion groups which will provide critical thinking forums for student discussion and debate by requiring students to respond to instructor-posted topics as well as to reply to other students' postings. An example of a discussion forum would be:

INSERT A SPECIFIC EXAMPLE HERE AS IT WOULD BE POSTED FOR STUDENTS

Students will be required to complete homework assignments online and submit them for grading and feedback. Online quizzes may be required to provide students with opportunities to assess their ongoing progress. If possible, self-scoring tutorials and or online quizzes should be utilized to provide feedback more quickly to students. Students may be required to work individually or to collaborate in groups. Email, phone, in person meetings, synchronous chat features, and or CMS group pages may be used to facilitate group interaction. Publisher prepared PowerPoint slide presentations may be available to supplement and enhance student comprehension of text material. This material may be augmented with instructor-developed PowerPoint slides or web pages. All content will conform to Section 508 requirements. Publisher-provided CD/DVD and or internet resource materials may be available with the

textbook which reinforces understanding of concepts covered in the textbook and provides students with additional opportunities to study more efficiently and learn interactively. These resources may be utilized for instructor-designated assignments and or utilized by students for self-directed study.

C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.? Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

The instructor will prepare an orientation letter that provides information about the course so students can evaluate if it is appropriate for them to take the course as an online class. The orientation letter will also include information instructing students where and how they should logon to begin the class and provide a link to the COC distance learning website with the CMS tutorial for students to complete prior to logging on. The orientation letter will be posted online by the time registration begins for the semester the class is offered.

The instructor will respond to student e-mails and other inquiries in a manner that is sufficient for students to maintain adequate progress in the course (e.g., replying to all email inquiries regarding an exam quickly in order to provide students adequate study time.) The instructor will use email to contact all students who fail to complete required assignments, fail to complete them satisfactorily, or fail to attend mandatory face-to face class meetings. The instructor will initiate contact with these students in a timely manner to determine an appropriate course of action. In addition, the instructor will contact students on a regular basis with regard to their progress in class. Students who fail to respond to these emails and are not participating in required class activities may be subject to withdrawal from the course under procedures established by the instructor within the guidelines of campus policy. These procedures should be clearly outlined in the orientation letter and or syllabus.

The instructor will maintain electronic copies of all emails received from and sent to students, as well as any other online correspondence such as announcements posted on the course management system (CMS). The instructor may also maintain records regarding discussion boards, group and individual meetings, orientation and review sessions, supplemental seminars or study sessions, field trips if included, library workshops, telephone contact, non-electronic correspondence, or other activities. This information will be maintained by the instructor in the permanent record of the course, along with the documentation for assessment and the assignment of grades. The holding period for correspondence will be consistent with the College's holding period requirements for grade assignment documentation. The purpose of this requirement is to document the level of regular effective contact between instructor and students throughout the duration of the course. Student monitoring and contact online will be maintained through the use of email, messaging within the CMS, discussion boards, assignment drop box, and other tools which may be available to assist in tracking student participation. The instructor will participate in on-line discussions as necessary to stimulate critical thinking.

For hybrid sections students will be required to attend a specified number of mandatory on campus class meetings during the semester. These meetings will provide opportunities for person-to-person contact between the instructor and students, review of subject material, activities, and or exams. In the online portion of a hybrid section, instructor-student interaction will be the same as in a fully online section.

D. Describe how you will promote and monitor effective student-to-student contact.

E-mail, messaging, group pages, and or discussion boards will allow for students to contact other students to share ideas and experiences. Students will be required to participate in and respond to discussion board forums or another CMS tool that provides for student-student interaction, such as journals, blogs, or wikis. Students will be required to respond to the posts of other students on discussion board topics. The instructor will monitor discussion board traffic and content. The instructor will use email to contact students who are not participating in required discussion board forums or who are not providing adequate answers. The email should include suggestions on how the student can communicate more effectively on the discussion boards. Students will be encouraged by the instructor to post responses to questions by other students and to provide peer-to-peer assistance. Students may be required to participate in other online activities such as group research and or analytical projects. These projects may be completed and posted online where they may be reviewed by other students for critical analysis and comments.

In hybrid sections students will be required to attend mandatory on-campus meetings. These meetings will provide opportunities for person-to-person contact between students, as described above. In the online portion of a hybrid section, student-student interaction will be the same as in a fully online section.

E. Describe and give examples of how student learning will be evaluated.

The instructor may evaluate students based upon participation and responses in discussion board forums. Evaluation may include quantitative as well as qualitative factors. For example, students may be required to post a minimum of three responses each week to instructor initiated discussion board forums or comments made by other students on discussion boards. They may be required to include in their response whether they agree or disagree with a particular point and to include reasons to support their position.

For hybrid sections students may be evaluated utilizing testing methods similar to those in the same on-ground classes. For 100% online sections students may be evaluated using the CMS test manager. This may include but are not limited to short answer, essay, multiple choice, calculations, or true-false questions. Through the CMS or publisher websites students may have access to self-assessment tools such as self-scoring tutorials, online quizzes, and interactive homework problems which will be used to gauge student progress and to identify weak areas pertaining to their overall breadth of knowledge and comprehension of specific topics. Research and analytical projects may be assigned individually or in groups and submitted electronically for evaluation and comment by the instructor and or other students.

An example of an assignment appropriate for this course would be:

INSERT A SPECIFIC EXAMPLE HERE AS IT WOULD BE PROVIDED FOR STUDENTS.

F. Describe the college resources that will be required by you and your students in each of the following areas: 1. Facilities (e.g. classroom for orientation sessions, exams, etc.) 2. Technology (e.g. software, hardware, technical support, etc.) 3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)

1. Facilities

For hybrid sections a classroom will be needed for the on campus class meetings. No facilities will be needed for 100% online sections.

2. Technology

Canvas, the current LMS used by College of the Canyons, will be used for all online and distance learning sections. The LMS may also utilize publishers' modules designed to support and compliment a specific textbook. Online technical support, including answering student and faculty inquiries, may be provided by COC Online Education and computer support staff members. Technical support may also be available from publisher-sponsored sources.

3. Student Support Services

Students will be able to access existing on-ground student support services, including the The Learning Center (TLC) and library. The TLC also provides online tutoring for students. In special circumstances, TLC resources may also be utilized to proctor exams for students who receive permission from the instructor to take an exam outside of scheduled exam times. DSP&S resources may be needed to determine Section 508 compliance of course materials and delivery systems.

G. Technologies used for instruction: Multimedia (streaming video, audio), Flash, Timed Responses, Third-party software, Images (jpeg, gif, etc.) How will you ensure that instruction is accessible to students with disabilities?

Publisher-provided modules may be used in conjunction with the LMS. These modules are primarily based upon content found in the textbook. These modules will be reviewed by DSP&S or such other COC staff member deemed qualified to determine Section 508 compliance. Any noncompliance issues noted will be discussed with the publisher providing the modules to determine an appropriate course of action. This may include changing the module itself or providing the information in an alternate format that is Section 508 compliant. If the noncompliance issue cannot be satisfactorily resolved, then the component of the module giving rise to the noncompliance will be removed from the course content. Students who may have difficulty with online evaluative activities may contact the instructor and request alternative activities. For example, homework may be submitted paper-based rather than online, or chapter quizzes may be proctored in The Learning Center (TLC) and taken as paper-based quizzes rather than online. PowerPoint slides and graphic web pages will be converted to formats compatible with text-reading software or will be provided in alternate formats that are Section 508 compliant. Flash-based content used in the course will be provided in alternate formats that are Section 508 compliant.

Appendix C: College of the Canyons Attendance Policy

From [Board Policy 4233](#) (Attendance):

Distance Education Courses

- A. Faculty shall initiate regular and substantive interaction with students in distance education courses.
- B. A student's absence from a distance education course shall be determined by the last day on which the student was academically engaged and participated in an academically related activity in the class.
- C. The last date of attendance for students enrolled in a distance education course will be used in determining a student's absences and subsequent drop or withdrawal from a class.

Academically related activities include but are not limited to:

1. Physically attending a class where there is an opportunity for direct 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 supplemental learning activity and/or study group that is assigned by the instructor;
5. Participating in an online discussion about academic matters; and
6. Initiating contact with the instructor of record to ask a question about the academic subject studied in the course.
7. Academically related activities do not include activities where a student may be present but not academically engaged, such as:
 - a. Logging into an online class without active participation; or
 - b. Participating in academic counseling or advisement.

From [Administrative Procedure 4233](#) (Attendance):

Students must actively participate in online courses to prove attendance. Attendance in an online course will be counted when a student participates in an academically related activity. If the student does not participate in an academically related activity throughout the course, the instructor may drop the student for non-attendance.

Appendix D: Distance Education Resources

Ensuring an Effective Online Program: A Faculty Perspective, ASCCC Paper, 2018

College of the Canyons Faculty Support: Online Education

<https://www.canyons.edu/academics/onlineeducation/facultysupport/>

Distance Education Resources for California Community Colleges

<https://visionresourcecenter.cccco.edu/>

Programs and Services

- [@One](#)
- [Distance Education Captioning and Transcription Grant](#) (DECT)
- [3CMedia Solutions](#)
- [CCC Accessibility Center](#)

Regulations and Guidelines

While most of the Title 5 regulations have stayed the same for many years, a brief synopsis of the recent changes are shown below (effective on March 17, 2019):

- 55200 Definition and Application. Amended to add time and/or distance to the definition. Removes ambiguity to say that instruction provided through DE is subject to the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973.
- 55202 Course Quality Standards. Wording changed from 'traditional classrooms' to 'in-person classes.'
- 55204 Instructor Contact. Amended to specify that regular effective contact must be among students in addition to between instructor and students.
- 55206 Separate Course Approval. Amends to require an addendum that addresses how course outcomes will be achieved in a DE format, how regular effective communication will be achieved, and how the course will meet accessibility requirements.
- 55208 Faculty Selection and Workload. Inserts language stating that "instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements."

Accessibility

- [CCC Accessibility Center](#)