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The Distance Education Faculty Handbook

ADOPTED BY THE DISTANCE EDUCATION COMMITTEE ON [DATE]

IMPERIAL VALLEY COLLEGE | 380 E. Aten Rd., Imperial, CA 92251

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Welcome Online Faculty!

The Imperial Valley College Distance Education Handbook is designed to provide additional information about IVC's DE Policies. This handbook is organized as an online document, so that the information is easily accessible and revision of policies and procedures are easily allowed. The handbook has been developed based on the recommendation of the IVC Distance Education Committee.

The goals of this handbook are to:

- Articulate the mission and goals of Distance Education.
- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to distance education courses.
- Define best practices in distance education and how those should be incorporated into courses design and delivery.
- Offer comprehensive resources for ongoing faculty development.

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General Information

Imperial Valley College Mission, Vision & Core Values

Mission Statement

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Distance Education Mission Statement

The mission of Distance Education at Imperial Valley College is to provide the utmost standards of excellence in higher education while providing affordable, accessible, effective learning opportunities for students who need flexibility in time and location in order to meet career, transfer and degree goals.

Distance Education strives to:

· Enhance the teaching and learning process through the use of educational technologies

· Support and train faculty, staff, and students in the use of distance education technologies

· Assist faculty in the development and delivery of distance education courses

· Stay current with the latest distance educational technology

Purpose of Online Learning

Definition of Distance Education

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online classes.

Imperial Valley College offers two modes of distance education instruction:

Hybrid: These courses supplant some, but not all face-to-face instruction, reducing the time actually spent in the classroom. To schedule a hybrid course, 51% or more of the course/contact hours occur online. This designation is also given whenever students are required to come to IVC campus for any reason (testing, orientation, etc.).
A hybrid course's scheduled meetings must be included in the course syllabus.

Online: These courses are fully online. In an online course, all course activities are completed online; there are no required face-to-face sessions within the course and no requirement for on-campus activity. Optional face-to-face meetings are permitted.
If a proctored exam is required, the exam cannot be scheduled on a particular date; the exam should be scheduled on particular week.

Web Enhanced: These courses use online course activity to complement class sessions without reducing the number of required class meetings. The online course activity supplants a relatively small amount of the traditional classroom activity.
*Web Enhanced is not considered a distance education course.

Faculty Preparation

Technological Readiness

Faculty 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 might be needed to teach online and hybrid courses:

Basic Computer Skills	• Keyboarding • Audio recording (microphone)
File Management	• Create & name files • Understand file formats (.doc, .docx, rtf, text, JPEG, GIF, PDF, WAV, MPEG, etc.) • Understand file storage • Organize and manage files
Word processing	• Create, edit & save documents • Use formatting techniques (bulleted/numbered lists; page numbers, etc.) • Insert tables, graphs, and graphics into documents
Presentation	• Create, edit & save presentations
Software	• Add multimedia to presentation • Record audio narration for presentation
Email	• Send & receive email • Attach documents & pictures • Create & manage contact groups
Internet	• Understand & use different browser types • Know how to do targeted searches • Understand how to use online databases • Be familiar with YouTube, ConferNow
Learning Management Systems (Canvas)	• Upload Content • Create, design, and edit course modules • Make content accessible • Create announcements, discussion forums • Create quizzes, assignments

Pedagogical Readiness

Skills that are important for teaching distance education courses are:

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 processing skills (such as synthesis and problem-solving tasks) See Bloom's Taxonomy • Accommodate a variety of learning styles and strategies in both content delivery and learning activities.
Management and Interaction	• Follow district policies 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 academic integrity and trust.

	• Clarify participation requirements, facilitate and monitor interaction accordingly. • Lead discussion rooted in inquiry that challenge students to question and develop their own conclusions. • Provide ongoing personalized feedback and suggestions for improving student performance. • Make additional resources available for learning. These could include sample papers or projects, time management suggestions, links to writing guides, etc.
Technology Integration	• Identify the most appropriate technologies for content and learning outcomes • 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 assessments that measure both student understanding of course content, participation, critical thinking, and success in meeting SLO's • Incorporate survey to receive regular student feedback to improve an enhance instructional effectiveness. • Understand the unique challenges that affect academic integrity and student authentication in the online environment. • Analyze SLO assessment results and make program improvements as needed.
Accessibility	• Create or modify all course content so that is its accessible to students with disabilities. • Design the course layout so that it is easily navigable and readable and has alternate access options for students with special needs.

Title 5 Distance Education Guidelines

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 requirement of this article. In addition, instruction provided as distance education is subject to the requirement that may be imposed by the Americans with Disabilities Act (42 U.S.C. s12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. x794d).

At Imperial Valley College, the term Distance Education (Online Education) applies to online and hybrid but not to web-enhanced courses; however, all courses must meet these requirements. Section 55200 also specifies that all online education content and delivery needs to be accessible.

Section 55202

Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment 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 standards shall be made with the full involvement of faculty in accordance with the provision of subchapter 2 (commencing with section 53200) of chapter 2.

At Imperial Valley College, online and hybrid courses should have the same course quality standards as face-to-face instruction.

Instructors should use the Distance Education Course Evaluation Form to develop, teach, modify, and reevaluate their courses to ensure that the best practices in instruction design and implementation are followed.

Section 55204

Instructor Contact

In addition to the requirements of section 55002 and any locally established requirements applicable 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 through group or 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. Regular effective contact is an academic and professional matter pursuant to section 53200 et seq.
b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Order of the Board of Governors.

At Imperial Valley College, instructors need to make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design and delivery. Regular effective contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status. Lack of activity in the course (LMS – Canvas) indicates a lack of regular effective contact. For more information on regular effective contact as it should be implemented, see IVC's regular effective contact policy below.

Section 55206

Separate Course Approval

If any portion of the instruction in a proposed or existing course or 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 course approval procedures.

At Imperial Valley College, all online and hybrid courses need to be approved by the Curriculum Committee and Distance Education Review Team. This requires filing a Distance Education course modification in CurricUNET detailing how the course will meet Federal, State, WASC and IVC quality standards, specifically requirement for **regular effective contact** and **accessibility**.

Section 55208

Faculty Selection and 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 1, and 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) 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 assignments. 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).
c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district boards.

At Imperial Valley College, all faculty teaching distance education courses must complete the appropriate, required coursework offered by @ONE. This means that faculty new to distance education at IVC must successfully complete the course: Online Education Standards & Practices offered by @ONE.

Regular Effective Contact

In hybrid or fully online courses, ensuring regular effective contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course, the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

Imperial Valley College Policy

All distance education courses at Imperial Valley College, whether hybrid or fully online, will include regular effective contact as described below:

1. **Initiated interaction and frequency of contact**. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
2. **Establishing expectations and managing unexpected instructor absence.** An instructor and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought who can assist students while the instructor is unavailable. If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective

contact guidelines set forth, students must be informed via email or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

3. **Type of Contact** Regarding the type of contact that will exist in all Imperial Valley College distance learning courses, instructors will use the following resources to maintain contact with students:
    a. Orientation material;
    b. Weekly announcements in the course management system;
    c. Threaded discussion boards within the course management system with appropriate instructor participation ("Questions for the Instructor" forums are good, but should be used in conjunction with other forums);
    d. Email contact within or outside Canvas (response to student emails recommended within 24-48 hours); and
    e. Timely feedback for student work (recommended within 7-10 days). In addition to items a through e above, it is recommended that instructors use at least two or more of the following resources to maintain additional contact with students:
    f. Participation in online group collaboration projects
    g. Face-to-face informal meetings (e.g. review sessions)
    h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
    i. Regular podcasts
    j. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.
    k. Other as appropriate

Suggestions to Implement Regular Effective Contact

Instructor-Initiated Interactions

Include means for all types of instructor-initiated 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 and Timeliness of Instructor-Initiated Interactions

- Maintain an active daily presence, particularly during the beginning weeks of a course.
- Establish guidelines for frequency of contact, and define what interactions a student can expect each week.
- Make known response time for student questions/inquiries (e.g. 1-2 business days) and assignment feedback (e.g. 7-10 business days).
- Give frequent and substantive feedback throughout the course.

Expectations for Instructor-Initiated Interactions

- Specify course policy regarding frequency and timelines 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 Instructor-Initiated Interactions

- Inform students immediately should an illness, family emergency or other unexpected event prevent continuing regular effective contact for a prolonged period of time (e.g. 4 business days). Also inform your Dean and Chair.
- Let students know when instructor-initiated regular effective contact will continue.

Accreditation

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies (ACCJC, 2013).

The following is a list of accreditation concerns that most directly affect course design and implementation:

- Online education course standards should be the same as in face-to-face classrooms and the mode of course delivery should be appropriate for the course content.
- Online education should be compared with corresponding traditional courses and programs in order to meet institutional learning outcomes and quality standards.
- Faculty should have:
    - Appropriate training.
    - Means for ongoing professional development
    - Sufficient resources for technical and pedagogical support.
    - The same evaluation system as in the face-to-face classroom.
- Students should have:
    - Appropriate technical and pedagogical training in the course delivery method.
    - Expectations that online education courses will provide the same level of instruction as face-to-face courses.
    - A clear idea about the technical skills needed for the course.
    - The same level of interaction with and access to the instructor as in face-to-face courses.
    - The same access to support services as on-campus students.

Training Process and Requirements

Instructors wanting to either teach online or hybrid must successfully complete the 12-week @ONE training course in Online Education Standards & Practices (Note: Subject to revision due to changes in @ONE training curriculum).

Course Approval

The Curriculum Committee and Distance Education Review Team must approve each course taught in an online or hybrid format.

The process to develop a new online or hybrid course may take up to a year. The actual development and design of the course is approximately 100-300 hours.

Curriculum Committee

A Distance Education Addendum must be added to the course outline of record; this must be done for any course that will be offered online or hybrid. The addition of the DE Addendum is a local process, which is currently done using the CURRIcUNET system. The addition of the DE Addendum is a faculty driven process. To add a DE Addendum:

1. Faculty should discuss the addition of the DE Addendum within their department
2. The proposal is added to the course through CURRIcUNET
3. Once the proposal is launched, it goes through the approval process, which includes: department, division, tech review, and the review of the Curriculum Committee

The addition of a DE Addendum to the course outline of record is considered a course revision, which requires local approval. During the Curriculum Committee meeting, DE is an independent motion; this requires a separate vote.

Distance Education Course Review

Any faculty interested in developing a course for Distance Education must follow the Distance Education Course Review Process.

Evaluation Form

The DE Review Team uses the Distance Education Course Evaluation Form to review the course and determine its readiness for online/hybrid delivery.

Course Assessments/Student Learning Outcomes (SLO's)

Assessments in online education courses are similar to assessment techniques in face-to-face courses. Course-embedded assessment ask faculty to look closely at the work that students produce to assess student learning.

Student Learning Outcomes (SLO's) in an online course should be identical to SLOs for a face-to-face course.

Rubrics

Rubrics are tools that outline the quality standards for student success in an assessment. Descriptions in a rubric are directly linked to the learning objectives of a particular assignment or project. When these benchmarks are used and given to students prior to turning in their assignments, students know what is expected of them. This gives students more opportunities to reflect on and receive their work.

Creating Rubrics

Canvas, our learning management system, contains a rubric app. A rubric created on Canvas Rubrics can be linked to any assignment created on Canvas. When using Canvas to grade work, using a rubric will allow for comments.

Benefits of Rubrics

- More closely align assessments with student learning outcomes.
- Clearly communicate courses and instructor expectations.
- Assess a wider range of skills and performances.
- Give students greater autonomy in their learning.
- Evaluate both the process and the product of a student work.

Accessibility (504 & 508 Compliance)

Sections 504 & 508 guarantee equal access to programs and services for everyone in institutions receiving Federal funding. California also has its own set of requirements for accessibility. What this means is that prior to course approval and implementation, all courses must be designed keeping in mind those students who have special needs and require assistive technology.

Understanding Accessibility

Accessibility refers to the ability for everyone to have equal access to materials on the web. Creating courses using Universally Designed learning (UDL) principals will benefit all students and provide an equitable learning experience for all leaning styles and preferences.

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 may require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modification for images or captioning for the hearing-impaired. To create courses with Universally Designed Learning (UDL) principles in mind will benefit students with a range of learning styles and preferences.

Differences between 504 & 508 Compliance

Section 504 specifies that institutions receiving federal funding have to accommodate individuals with special need 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.

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

The following chart summarizes the differences between 504 & 508 compliance:

Section 504	Section 508
Guarantees accommodations for an individual	Guarantees access for all
Is handled by specific departments	Is the responsibility of everyone on campus
Finds workable solutions as the need arises	Creates workable solutions that are built-in to the system
Is used when 508 compliant materials still do not meet an individual's needs	Is the starting point for accessibility

Federal and State Guidelines

Federal Guidelines for Accessibility:	State Requirements that apply to distance education:
• All applications should have accessibility features activated. • Assistive technology (captioning, TDDs) should be able to track interface elements. • All programs used should have keyboarding activated functionality. • Users should be able to modify display elements and style sheets as needed. • Images should: o Have text tags.	• Students should be able to use their preferred means of assistive technology. • The frequency, amount, and quality of communication with students should be equal, regardless of their disability. • Course materials should be updated following guidelines for regular effective contact. • Course materials and resources should incorporate accessibility guidelines

○ Have a description of the image that matches any function it may have. ○ Have a non-animated means of identification, if animated. ○ Have a frequency that is between 2-55 Hz, if animated. • Text should be used: ○ To highlight information that relies on color-coding for emphasis. ○ To identify frames in webpages ○ To label headings in data tables. • Narration and captioning alternatives for videos and PowerPoint Presentations should be in sync with materials. • All elements in electronic forms should be easily identified by assistive technology and should not be subject to time constraints. • Links to plugins and special software should be provided. • Users should have a way to avoid recurring navigation links.	internally that is, within their framework, thereby reducing the need for outside assistance for students with disabilities.

Captioning Guidelines

The following are guideless for when to caption video and audio materials:

Caption	• Material that will be archived or used in additional courses that has both video and audio. • Any compilation of video clips that is archived. • Archived video material that is used in the classroom. • Video created by the campus and placed on a public website.
Don't Caption (transcript/captioning only required as an accommodation)	• Video and audio material that is used for one term in a class with restricted access (such as a password-protected class). • Links to YouTube video (permission may be needed to caption since these materials not public domain). • Short video clips from longer works (captioning only needed with clips are compiled). • Video material that already has foreign language subtitles. • Student work or raw footage that will not be archived.

Captioning Assistance

All faculty members at Imperial Valley College have access to free captioning assistance via 3CMedia Solutions. To use this service:

1) Go to www.3cmediasolutions.org
2) If you have an account, login; if you do not have an account, register. When registering, use your IVC email.
3) Simply upload your video
4) Your video will be captioned; please allow 3-4 days to process

To learn more, view this short video; it will take you through the process or creating an account and uploading a video.

Student Privacy (FERPA Compliance)

The Family Educational Rights and Privacy Act (FERPA) provides guidelines for access to and release of student education records. Any student at a post-secondary institution, even those who are not yet 18 years of age, has the right to (FERPA):

- Check their student records.
- Request amendments/corrections to their records.
- Opt out of disclosing directory information.
- Maintain privacy through the use of an alias in the case of online education.

Student FERPA rights begin the first time a student is enrolled in and attends class. Only those with a legitimate educational interest that is, school officials, accrediting organizations or law enforcement agencies who require student information in their official capacity, may access student records without a student's signed and written consent.

Education Records at Imperial Valley can only be released with student consent or for legitimate educational interests.

Policy Guidelines

§ 99.3 A "student" is defined as an individual who is or has been "in attendance" at an educational agency information or institution and regarding whom the agency or becomes student record. Since this was before the institution maintains education records. The final widespread use of computers and the internet, this has regulations add other situations in which students wideranging implications for any form of learning "attend" classes but are not physically present, which utilizes electronic delivery methods. Electronic including attendance by videoconference, satellite, information, therefore, refers not only to Internet, or other electronic information and computerized educational records but also to email telecommunications technologies. This change will communication, comments in discussion boards, ensure that individuals who receive instruction student projects uploaded to a website, etc. This through distance learning and other contemporary makes it necessary to consider how course structure modalities are covered as "students" and, therefore, and materials will affect online learning with regard to that their records are protected under FERPA (US FERPA. Department of Education).

What this means at Imperial Valley College: Electronic information refers to not only computerized educational records but also to email communication, comments in discussion boards, student projects uploaded to a website, etc. This makes it necessary to consider how course structure and materials will affect online learning with regard to FERPA.

FERPA regulations also refer to college assistants or student helpers. Any person who is not the instructor of Record cannot have access to student records. Instructors may share notes with assistants, but not the educational records themselves. Before any online education instructor can give course access to an assistant, they need to make certain that:

- All unclassified employees are in the Imperial Valley College Human Resources system and officially assigned to the instructor of record.
- All unclassified employees understand FERPA regulations.

FERPA & e-Packs

Prebuilt publisher electronic course material, known as e-Packs, present several issues in terms of student privacy. Because some e-Packs direct students to third party websites, it is important to verify that the

website complies with FERPA guidelines. For more information about student privacy and ePacks, please see below:

e-Packs

e-Packs (sometimes also referred to as Course Cartridge) 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 textbook; eBooks are texts that have been converted to digital format. E-Packs are entire publisher-developed courses that can often be loaded directly into the LMS.

e-Pack Considerations

At first 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 that in the textbook and is customizable (meaning the 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 there are issues with e-Packs that may outweigh the benefits. All materials in IVC's LMS (Canvas) must comply with accessibility guidelines. This applies to preloaded publisher-created content, known as e-packs, Course Cartridge or Publisher Packs. Some of these materials may not include alt tags or other accessibility options. In cases where e-Packs are being considered for course content, faculty must be aware of the disadvantages these may bring to students.

FERPA & the Internet

Since many websites may require written input of some sort (email registration, comments, etc.) it is important to understand how different activities on the internet may affect FERPA Compliance.

FERPA Compliant	Only FERPA compliant it just directory information required	Most likely not FERPA compliant*
Internet research, information retrieval	Internet research, information retrieval that requires login information	Social media sites
Surveys, tests, quizzes, problem sets that do not require login information	Voluntary surveys, tests, quizzes, problem sets that require login information	Blog or wiki creation outside the LMS Mandatory
Publisher websites that do not require login information	Publisher websites that do not store grades but require login information	Surveys, tests, quizzes, problem sets that require login information
		Publisher websites that store grades

*Third party websites that require or store any information that may compromise student privacy (grades, student ID numbers, etc.) are not FERPA compliant. To conceal student identities, aliases may be used. Before entering into an agreement with a third party vendor (such as a publisher), contact the Distance Education Coordinator to ensure the site complies with FERPA guidelines.

FERPA & Canvas

Only instructors of record and enrolled students should have access to individual courses in Canvas. Because Canvas is offered through IVC, activities conducted within the LMS will be FERPA compliant. Even so, it is necessary to consider the following:

- For students who opt to keep their settings private, accommodations should be made so that those students can either post to discussion boards anonymously or send private emails to the instructors.
- Guest access should never be allowed to individuals outside the course.
- Rosters and grade information should be accessible only to the instructor.

Copyright

Distance Education courses follow the Board Policy: BP 3710 Securing of Copyright.

Best Practices in a Distance Education Course

The Course Check-In Assignment

If students do not complete a documented assignment that actively engages them prior to the census date, they must be dropped from the class as a "no-show". Counting logins as 'attendance' does not fall within these guidelines; as a result, such students must be dropped from the class as a "no-show". Examples of "documented assignment" may include emailing the instructor (using the college email addresses), a discussion board introduction assignment, a syllabus quiz, or a journal entry. In the syllabus, instructors should clearly communicate with students about the required participation to avoid a "no-show" drop prior to the census date.

*Instructors should delineate their individual course check-in assignment in the course syllabus.

Instructor Communication

Communication between instructor and student should originate from college emails, or the district supported LMS. Imperial Valley College must be able to provide documented evidence of regular effective contact.

Letter from Admissions and Records

One week prior to the start of a term, the Distance Education Coordinator will send an Introduction and Welcome Letter to all online students. The letter will include:

- Link to a self-assessment of readiness for online learning
- The direct link to the LMS
- Directions for logging into the LMS
- Link to the college bookstore
- Information on college Disability Resource Center
- Help Desk contact information

Standard Welcome for Online Courses from Instructor

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 arise about the course content or assignments. Instructors may introduce the course and login information with a welcome message before the course begins. This message will allow students to establish connections with their instructor and other students in the online/hybrid class. They will be encouraged to carefully review the welcome message.

Purpose of the Welcome Message

- Helps students understand course expectations and course requirements.
- Inform students how and where to login.
- Let students know where to go for technical help and support.
- Establishes rapport and promotes regular effective instructor-student contact early on.

Welcome Letter in Detail

Welcome letters should include:

Basic Course Information	• Course name, section number • Course dates • Instructor name/information • Contact information: phone number & email
Type of Course	• Fully online or hybrid – for hybrid, place, and date of first meeting.
Important information for the first week	• Required textbook(s) • Login information/link • Syllabus location
Preferred method of contact	• Where & how to post/email questions • Format of contact

Syllabus

Online, hybrid and face-to-face courses must use the prescribed IVC syllabus.

Imperial Valley College Course Policies

IVC is continually developing and enhancing its policies for distance education courses. Please refer back to this section of the handbook periodically for the most current information about how local policies and recommended best practices may affect online courses.

Attendance & Participation

All distance education courses currently follow the Imperial Valley College policies and practices for Attendance, Class Drops and Auditing courses.

Policy Guidelines	What this means for distance education
• Students at Imperial Valley College are expected to attend every session of each class in which they are enrolled. • Excessively absent from a class is defined as the number of continuous, unexcused absences exceeding the number of hours the class meets per week. • A student who stops attending class(es) is always responsible for officially withdrawing from class(es). In no case should students presume they have been dropped by the instructor	• Students in distance education courses are required to 'attend' class and participate just as if they were in a face-to-face course. This means that instructors need to set up guidelines for how much each lecture, reading assignment, discussion or project qualifies as a meeting during the course of a week/learning unit/course module. • Students who do not participate in class, that is, who consistently do not complete assignments, quizzes, respond to forums or turn in other work, should be notified that they will be dropped from the class for nonparticipation. • It is important that online and hybrid instructors should be very clear in their syllabus about what constitutes participation and late work

Individual Course Attendance & Participation Policy

Even more than in face-to-face courses, participation is a critical part of assessing learning outcomes.

Each online or hybrid course syllabus should have a well-defined and detailed description of participation course policies that support the College's attendance policy.

All online course rosters will be available to instructors in WebStar before the first day the class begins. Roster information is automatically uploaded in the Canvas LMS prior to the start of the term.

Participation Best Practices

Establishing ways to ensure participation	• Require a set number of course activities for each week. For example – a 3-unit course might require 2-3 activities each week on non-consecutive days. • Require a set number of discussion posts for each week. For example – a 3-unit course might require one discussion post and two comments to classmate's posts for every weekly module. o In order to get full credit, provide examples and a rubric detailing what constitutes an adequate post or response. • Give weekly quizzes on course material. • Require timely completion of assignments.
Creating late work guidelines	• Make certain students are clear as to where and when (day, date, time & time zone) to post their work for each assignment. For example – assignments might be emailed to the instructor directly but discussions posted in the unit/weekly discussion board. • Encourage students to check their grade book so that if they have submitted an assignment but it hasn't been received, students can be aware of what they are doing wrong before it becomes a recurring problem. • Decide whether or not late work will be accepted. Instructors may decide not to accept late work. If so, this must be stated in the course syllabus. If accepted consider the following: o Specific final deadline for assignments. o Specific point value deduction for late assignments (letter grade/percentage/points). o Where students will post late work. • Be clear if late work will be accepted due to extenuating or 'legitimate circumstances'.

Drop Policy

Policy Guidelines	What this means for distance education
The Federal government has not issued formal guidelines regarding what constitutes the "Last Day of Attendance" in the online classroom. However, because of the potential for financial aid fraud in online programs, the US Department of Education has recently determined that there should be "regular and substantive interaction between students and faculty" in online courses (Salomon and Murray).	It is not enough to evaluate a student's attendance based solely on the number and frequency of logins or through course statistics on the LMS. The new guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class. Although guidelines have yet to be created, instructors must drop students based on their participation in class. 'Attendance' (through logins) is not the same as participation. Participation means actively completing course activities such as assignments, assessments, posting on discussion forums, etc. **Participation policies must be clarified in the online syllabus.**

IVC's Drop Policy

All distance education courses currently follow Imperial Valley Colleges drop policy.

Policy Guidelines	What this means for distance education
• An instructor will drop students who fail to attend the first meeting of any class for which they have officially enrolled unless prior arrangements have been made with the instructor. • Instructors may also drop a student from a class for excessive absences, defined as the number of continuous, unexcused absences exceeding the number of hours the class meets per week. • For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. • Be aware, it is always the student's responsibility to withdraw officially from classes. In no case should students presume they have been dropped by the instructor	• The face-to-face policy of 'attending' the first class, particularly for students who are new to distance education may present a problem. There are often students who, either because they are unaware of the policies or overwhelmed by the technology, may login to the course but might not complete any of the assignments on the first day. • It is therefore important for online and hybrid instructors to create a coherent and well defined course drop policy and to articulate this in the initial email and welcome letter sent to the students prior to the course start date as well as in the course syllabus.

Individual Course Drop Policy

To establish a drop policy:

- Create a course Check-In Procedure, such as a discussion forum, a syllabus quiz, or a self-assessment. Simply having the student login for the first day of class is not enough. New Federal guidelines to prevent financial aid fraud state that student logins no longer count as participation.
- State the last day for Check-In to occur. For example – the second or third day after the course begins.
- Require students to complete ALL assignments in the first learning unit by the due date.
- Be specific as to the exact day, date and time of your drop deadline. Include time zone information (eg. PST/EST) so that there is minimal confusion for students.

If a student has not checked-in, it is best to send an email before the drop deadline to inform them that they are in danger of being dropped if they do not respond by the deadline.

Add Policy

All distance education courses currently follow Imperial Valley College District Policy for Attendance, Class Drops and Auditing courses.

Policy Guidelines	What this means for distance education
• During the first two weeks of instruction: All classes are officially closed when their start date has occurred, and students are required to contact the course instructor for permission to enroll. • Instructor's use their discretion in issuing Add Authorization Codes for closed classes. If the instructor grants permission to enroll, the student will be able to register online for the class using the unique Add Authorization Code issued by the instructor. • A"late add"is defined as enrollment that occurs between the census date (the 20% point) and five instructional days following	• Students will have to go throught the same procedure to add distance education courses as they would for face-to-face instruction. • If issuing Add Authorization Codes, inform students in the order that they appear on the waitlist by email.

census. The late adding of classes is considered only with the dean's approval. Submission of the late add form with the instructor's authorization is required for late registration.	

Grading Policy

All online education courses follow Imperial Valley College Grading Policy.

Individual Course Academic Honesty Policy

It is important for instructors to establish clear expectation in their syllabus as to what constitutes academically dishonest behavior.

Creating guidelines for academic honesty	• Clearly explain what constitutes cheating, plagiarism and proper netiquette. • Establish classroom guidelines in your syllabus for the types of behavior that are appropriate and inappropriate. • Provide students with standards for group work and how those differ from unauthorized collaboration on class projects. • Let students know what the consequences will be for academic dishonest behavior.
Preventing plagiarism	• Provide external resources on how to avoid plagiarism (for example, Purdue OWL's page on plagiarism. • Give students examples and/or provide activities describing how to properly cite sources and how to paraphrase properly. • Ask students to provide their source material as part of each formal writing assignment. • Create a range of authentic assessments in the course design that measure critical thinking skills and knowledge integration instead of relying solely on objectives tests.

Imperial Valley College
Distance Education Course Development Process

To develop a course for online delivery, there are three different paths that can be followed. Each path is specific to the unique needs of the faculty and course that will be developed.

Path A: Faculty who have not completed his or her @ONE coursework requirements.

Path B: Faculty who have completed his or her @ONE coursework requirement and would like to develop a course that is not currently offered online.

Path C: Faculty who have completed his or her @ONE coursework requirement and would like to develop a course that is already being offered online.

PATH A

1. Prior to teaching online at IVC, any faculty member interested in developing a course for online/hybrid delivery must successfully complete the 12-week @ONE Training course in **Online Education Standards & Practices** (Note: Subject to revision due to changes in @ONE training curriculum.)
2.
    A. If the course wanting to be developed does not have a DE Addendum, then in a discipline faculty meeting, the interested faculty member should present the topic of adding a DE Addendum to the course in question. In this meeting, the viability of the course in question to be developed online should be discussed including if the course's pedagogy is suitable for online delivery. If the disciplined faculty is in agreement with the addition of the DE Addendum, then the proper steps must be followed to add the DE Addendum. (Meeting minutes must reflect that this conversation took place.) After the DE Addendum is added to the course, continue to step 3.
    B. If the course already has a DE Addendum and is not being offered online, skip step 2, continue to step 3.
3. The interested faculty will inform the Department Chair and/or Division Dean or designee of his/her interest to develop the course for online instruction. The Department Chair and/or Division Dean or designee shall notify (via District email) the FT/PT faculty, in the department, of the faculty member's interest in developing said course for online/hybrid delivery. After the email is sent, any other FT/PT faculty, who have completed the @ONE Training course requirement, interested in developing the designated course shall have ten (10) business days to express in writing, via District email, his/her interest in developing the designated online/hybrid course(s). (DE Coordinator must be CC'd in this email)
4. After the expiration of ten (10) business days, the Division Dean and/or Department Chair or designee shall make a list of the faculty who expressed an interest in developing the online/hybrid course(s) so that faculty can be notified of any overlapping interests. If overlapping

interest occurs, seniority ranking will determine approval in accordance with CTA course selection procedures.

5. Within ten (10) business days, the Division Dean and/or Department Chair, or designee, shall notify the selected faculty member(s) and the DE Coordinator (via District email) of the decision to develop the designated course(s) for online/hybrid development by the selected faculty member(s). Notification of this final decision shall also be distributed, via District email, to all faculty within the department/division. (DE Coordinator must be CC'd in this email)
6. The selected faculty member shall contact the DE Coordinator to schedule a meeting. At the meeting, the DE Coordinator will place the faculty member on the course development schedule and discuss the development process for new online/hybrid course(s).
7. No later than six (6) weeks prior to the start of priority registration, faculty must develop at least the first half of the new online/hybrid course(s), based on a standard academic semester for revision and approval through the Distance Education Evaluation Team (i.e., the first eight weeks of a 16-week course). As soon as the course is ready for review, faculty will contact the DE Coordinator to schedule the course evaluation. The DE Evaluation team will need access to the course, a copy of the Course Map, and a copy of the Course Syllabus.
8. All courses must obtain a score of "Satisfactory" or higher in all areas of the IVC Distance Education Course Evaluation form, and the course must meet the accessibility requirements of Section 508.

PATH B

1.
    A. If the course wanting to be developed does not have a DE Addendum, then in a discipline faculty meeting, the interested faculty member should present the topic of adding a DE Addendum to the course in question. In this meeting, the viability of the course in question to be developed online should be discussed including if the course's pedagogy is suitable for online delivery. If the disciplined faculty is in agreement with the addition of the DE Addendum, then the proper steps must be followed to add the DE Addendum. (Meeting minutes must reflect that this conversation took place.) After the DE Addendum is added to the course, continue to step 2.
    B. If the course already has a DE Addendum and is not being offered online, skip step 1, continue to step 2.
2. The interested faculty will inform the Department Chair and/or Division Dean or designee of his/her interest to develop the course for online instruction. The Department Chair and/or Division Dean or designee shall notify (via District email) the FT/PT faculty, in the department, of the faculty member's interest in developing said course for online/hybrid delivery. After the email is sent, any other FT/PT faculty, who have completed the @ONE Training course requirement, interested in developing the designated course shall have ten (10) business days to express in writing, via District email, his/her interest in developing the designated online/hybrid course(s). (DE Coordinator must be CC'd in this email)
3. After the expiration of ten (10) business days, the Division Dean and/or Department Chair or designee shall make a list of the faculty who expressed an interest in developing the online/hybrid course(s) so that faculty can be notified of any overlapping interests. If overlapping interest occurs, seniority ranking will determine approval in accordance with CTA course selection procedures.
4. Within ten (10) business days, the Division Dean and/or Department Chair, or designee, shall notify the selected faculty member(s) and the DE Coordinator (via District email) of the decision to develop the designated course(s) for online/hybrid development by the selected faculty

member(s). Notification of this final decision shall also be distributed, via District email, to all faculty within the department/division. (DE Coordinator must be CC'd in this email)

5. The selected faculty member shall contact the DE Coordinator to schedule a meeting. At the meeting, the DE Coordinator will place the faculty member on the course development schedule and discuss the development process for new online/hybrid course(s).
6. No later than six (6) weeks prior to the start of priority registration, faculty must develop at least the first half of the new online/hybrid course(s), based on a standard academic semester for revision and approval through the Distance Education Evaluation Team (i.e., the first eight weeks of a 16-week course). As soon as the course is ready for review, faculty will contact the DE Coordinator to schedule the course evaluation. The DE Evaluation team will need access to the course, a copy of the Course Map, and a copy of the Course Syllabus.
7. All courses must obtain a score of "Satisfactory" or higher in all areas of the IVC Distance Education Course Evaluation form, and the course must meet the accessibility requirements of Section 508.

PATH C

1. The interested faculty will inform the Department Chair and/or Division Dean or designee of his/her interest to develop the course for online instruction. The Department Chair and/or Division Dean or designee shall notify (via District email) the FT/PT faculty, in the department, of the faculty member's interest in developing said course for online/hybrid delivery. (This email is simply a notification to faculty in the department/division. DE Coordinator must be CC'd in this email.)
2. The faculty member shall contact the DE Coordinator to schedule a meeting. At the meeting, the DE Coordinator will place the faculty member on the course development schedule and discuss the development process for new online/hybrid course(s).
3. No later than six (6) weeks prior to the start of priority registration, faculty must develop at least the first half of the new online/hybrid course(s), based on a standard academic semester for revise and approval through the Distance Education Evaluation Team (i.e., the first eight weeks of a 16-week course). As soon as the course is ready for review, faculty will contact the DE Coordinator to schedule the course evaluation. The DE Evaluation team will need access to the course, a copy of the Course Map, and a copy of the Course Syllabus.
4. All courses must obtain a score of "Satisfactory" or higher in all areas of the IVC Distance Education Course Evaluation form, and the course must meet the accessibility requirements of Section 508.

Other Criteria:

- This process is for both full-time and part-time faculty.
- In any given semester, online/hybrid course offering are determined by the Department Chair or Division Dean or designee.
- Online/hybrid course selection is to follow the established procedure agreed upon by the department or discipline, pursuant to DE language in article 15 of the CTA contract and article 10 of the Part-Time Faculty Association contract.
- All new courses must be developed using, Canvas, the Learning Management System adopted by Imperial Valley College.
- Faculty selected to develop new online/hybrid courses, that is not being offered online, shall have one year to submit the course for a successful evaluation. If the course has not received a

successful evaluation after the one-year period, the division dean and or department chair will offer the course to the faculty member next in line based on the initial selection process.

- The DE Course Development Process is subject to change, upon the approval of the DE Committee and the Academic Senate, to ensure that the process supports best practices in the development of online/hybrid courses for student success.

If you have any questions, or need any assistance, please contact the DE Coordinator: xochitl.tirado@imperial.edu 760-355-6188.

IVC Distance Education Course Evaluation Form

Review Information

Faculty Member (who is teaching the course):

Evaluator's Name:

Date:

Course Reviewed:

Guidelines and Rating Scale

The goal of this form is to provide an unbiased review of the online course materials you have developed for your class. It is intended to provide you with a clear understanding of both the strengths and weaknesses in your online content, so that you might be able to improve or enhance this material for future semesters. It is also intended to satisfy the Review & Approval component in the course development process, to be completed prior to the class being deployed. The rating scale is as follows:

Absent	Component is missing
Unsatisfactory	Needs significant improvement
Somewhat Satisfactory	Needs targeted improvements
Satisfactory	Discretionary improvement needed
Very Satisfactory	No improvement needed

Part I: Course Overview and Introduction

1. Instructions make clear how to get started and where to find various course components.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. Students are introduced to the purpose and structure of the course.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

5. Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

6. Minimum technical skills expected of the student are clearly stated.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

7. The self-introduction by the instructor is appropriate and available online.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

8. Students are asked to introduce themselves to the class.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part II: Learning Objectives

1. The course learning objectives describe outcomes that are measurable.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. All learning objectives are stated clearly and written from the students' perspective.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. Instructions to students on how to meet the learning objectives are adequate and stated clearly.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

5. The learning objectives are appropriately designed for the level of the course.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part III: Assessment

1. The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. The course grading policy is stated clearly.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

5. Students have multiple opportunities to measure their own learning progress.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part IV: Instructional Materials

1. The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. All resources and materials used in the course are appropriately cited.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. The instructional materials are current.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

5. The instructional materials present a variety of perspectives on the course content.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

6. The distinction between required and optional materials is clearly explained.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part V: Learner Interaction and Engagement

1. The learning activities promote the achievement of the stated learning objectives.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. Learning activities provide opportunities for interaction that support active learning.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. The instructor's plan for classroom response time and feedback on assignments is clearly stated.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. The requirements for student interaction are clearly articulated.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part VI: Course Technology

1. The tools and media support the course learning objectives.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. Course tools and media support student engagement and guide the student to become an active learner.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. Navigation throughout the online components of the course is logical, consistent, and efficient.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. Students can readily and easily access the technologies required in the course.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

5. The course technologies are current.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part VII: Learner Support

1. The course instructions articulate or link to a clear description of the technical support offered and how to access it.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. Course instructions articulate or link to the institution's accessibility policies and services.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.

   ☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part VIII: Accessibility

1. The course employs accessible technologies and provides guidance on how to obtain accommodation.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

2. The course contains equivalent alternatives to auditory and visual content.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

3. The course design facilitates readability and minimizes distractions.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

4. The course design accommodates the use of assistive technologies.

☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory

Comments:

Part IX: Overall Recommendation

☐ Approve course as submitted.

☐ Approve course subject to meeting with course developer to discuss deficiencies and timeline to correct deficiencies. (Minor Deficiencies)

☐ Reject course. Meet with course developer to discuss deficiencies and timeline for course revisions and placement on schedule. (Major Deficiencies)

☐ Other:

Comments:

Distance Education Accessibility Checklist

Creating accessible Web-based resources is a necessary step towards a classroom environment that supports the learning needs of all students. This checklist identifies several of the basic steps relevant to creating accessible Web-based resources in an educational setting; it is not a complete list to creating accessible Web content.

Accessibility Issue	Yes	No	Unsure
Appropriate text descriptions for images.			
Transcript or alternative provided for audio.			
Captioning provided for multimedia content.			
Hyperlinks provide clear information as to end location or function			
Sufficient color contrast is present to differentiate between the foreground and background.			
Instructor has understanding of how to alter assignment time limit for student with appropriate accommodation.			
Tables with data have appropriate row and column headers identified.			
MS PowerPoint presentations are accessible or are available in an accessible format.			
Adobe PDF documents are accessible or available in an accessible format.			
Contact information is available to obtain materials in alternate formats (if appropriate).			