NOCE
NORTH ORANGE
CONTINUING EDUCATION

Distance Education Faculty Handbook

2022-2024

Contents

Chapter 1: Introduction & Purpose

Welcome Distance Education Faculty,

The North Orange Continuing Education Distance Education Handbook was developed based on the goals, policies, and procedures adopted through the NOCE shared governance process.

The goals of this handbook are to:

- Articulate the mission and goals for distance education, especially as they pertain to the NOCE Strategic Plan

- Provide technical and pedagogical support for faculty teaching online courses

- Provide information about training and mentoring for all distance course delivery methods

- Inform faculty about mandatory policies and procedures that relate to distance education and how they are to be incorporated into course design and delivery

- Define best practices in distance education and how they are to be incorporated into course design and delivery

- Offer comprehensive resources for ongoing faculty development

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NOCE Distance Education Mission Statement

The mission of Distance Education at North Orange Continuing Education is to develop

and deliver universally accessible, academically sound, and technologically advanced instruction

that will enable students to effectively re-enter, establish or continue individual academic

pursuits to reach short- and long-term goals to graduate, transfer to a credit college, or advance

their career.

Distance Education Definition

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

Learning Management System

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

Modes of Delivery for Online Courses

NOCE offers distance education courses in four modalities: fully online, partially online, online with flexible in-person component, and web-enhanced.

Fully Online Courses (FO)

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

Partially Online (PO)

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

Online with Flexible In-Person Component (OFI)

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

Web-Enhanced Courses (synchronous)

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

required in-person instruction or in-seat contact hours. Trained instructors may use Canvas course sites to enhance and enrich learning."

HyFlex

Beginning in the Fall 2022 semester, NOCE will pilot the HyFlex modality, which is defined as a partially online or hybrid course with synchronous online class meetings. The instructor delivers instruction both online and from the assigned location simultaneously. Students can participate in the scheduled lectures face-to-face or online via web conferencing tools at the day(s), time(s), and location specified in the schedule of classes.

Outcomes and benchmark objectives for technology performance, teacher satisfaction, student performance, and retention will be set. The data collected will inform policies and procedures for fully implementing the HyFlex modality, including adopting and purchasing equipment.

Principles of Online Learning

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

Component 1: Course Design

Course design addresses elements of instructional design such as course navigation, learning objectives, content organization, instructional strategies that foster student-centered learning, Universal Design for Learning (UDL), and access to student support information.

Component 2: Interaction

Interaction and collaboration may take various forms. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups work interdependently toward a shared result. Students should have a sense of belonging to a learning community, rather than each student perceiving themselves to be studying independently.

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

Component 3: Assessment

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

Component 4: Learner Support

Distance education instructors should engage all learners by choosing content, implementing instructional strategies, and providing assessments that respect and accommodate each student's unique needs and learning preferences. In addition, instructors should ensure that students can easily access the support resources available to them.

Component 5: Accessibility

Instructors must ensure that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System. Furthermore, NOCE distance education instructors are encouraged to move beyond compliance and toward an inclusive, equitable learning environment for all NOCE students.

Chapter 2: Faculty Preparation

NOCE is committed to providing consistently high-quality online programs. To meet that goal, faculty members who wish to provide instruction in a distance education modality must demonstrate technological and pedagogical readiness.

Technological Readiness

Faculty members who wish to teach in an online modality must possess basic computer skills and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to the most complex, are examples of what is recommended to teach online and hybrid courses.

Computer Skills

- File management

- Using multimedia

- Audio recording

- Video recording and captioning

Canvas LMS-Specific

- Creating a basic LMS page

- Managing content to include assignments, assessments, modules, and discussions

- Creating accessible content

- Importing and exporting content

- Creating and managing multimedia files

- Using LTI applications

Email

- Sending and receiving email

- Attaching documents and images

- Creating and managing contact groups

Internet

- Understanding and using different browsers

- Understanding the use of online databases

- Working in multiple browser tabs

Pedagogical Readiness

In addition to technological readiness, faculty members are expected to demonstrate the following pedagogical skills if they wish to teach fully online (FO), partially online (PO), online with flexible in-person component (OFI), and HyFlex courses at NOCE.

Fundamental Principles

- Understand the differences between face-to-face and online instruction

- Utilize student-centered pedagogy where concepts of interactivity, instructor-guided facilitation, and timely feedback are core elements

- Create learning activities that actively engage students, and which develop higher-order thinking skills

- Accommodate a variety of learning preferences by using a variety of strategies in both content delivery and learning activities

Management & Interaction

- Follow guidelines for regular substantive interaction between student and instructor, students with peers, and students with content

- Communicate and assess learning objectives

- Cultivate and develop learning communities through well-designed collaborative learning opportunities

- Create and maintain an atmosphere of trust

- Communicate clear participation requirements, facilitate and monitor interaction accordingly

- Lead inquiry-based discussions that actively engage students and challenge them to question and develop their conclusions

- Provide ongoing personalized feedback to students with suggestions for improving their performance

- Provide additional individualized resources for enrichment and remediation as needed

Technology Integration

- Identify the most appropriate technologies for content and learning outcomes

- Determine the modalities best used for course communication, discussion, and assessment

- Present content that is easily navigable and accessible to all learners

- Integrate multimedia content that meets the learning preferences and needs of all students as well as accessibility requirements

- Encourage cooperative learning through group activities that utilize current technology

Assessment

- Provide multiple opportunities for ongoing authentic assessment that measure students' understanding of course content, participation, and progress toward course outcomes

- Ensure that assessment tools are aligned with learning objectives

- Use a variety of asynchronous assessment techniques in which students can demonstrate higher-order critical thinking skills

- Employ multiple assessment strategies to maintain active student engagement

- Make use of data from the assessment tools in the LMS to evaluate the validity and reliability of the various assessment instruments

- Incorporate surveys to receive regular constructive feedback and integrate it into the course structure as part of a continuous improvement mindset

- Understand the unique challenges that affect academic integrity and student authentication in the online environment

Accessibility

- Create course content, so it is compliant with applicable laws and best practices pertaining to accessibility

- Design the course layout so that it is easy to navigate, readable, and has multiple means of representation to meet the needs of all learners

Training Process & Requirements

The Distance Education Advisory Group actively supports the institutional efforts by working collaboratively with faculty to ensure adequate training and resources are available.

Distance Education Certification

Instructors who will wish to teach online courses at NOCE may complete one of two pathways through the @ONE Online Teaching and Design Certificate program:

1. The 12-week Online Teaching & Design (OTD) course

2. The four-week courses (4×4) and capstone:

    a. Introduction to Course Design

    b. 10-10-10 Communication That Matters

    c. Assessment in Digital Learning

    d. Creating Accessible Course Content

    e. Capstone

The @ONE Certificate in Online Teaching & Design program focuses on the four elements of the CVC-OEI Course Design Rubric. It enables instructors to create engaging, legally compliant course content in alignment with best practices. This training option will also support necessary metrics associated with NOCE's goals of joining the CVC-OEI Consortium and establishing a local Peer Online Course Review (POCR) process described in the 2022-2024 Distance Education Plan.

Full-time and adjunct faculty are required to earn the @ONE Certificate in Online Teaching & Design before teaching a distance education course in a fully online, partially online, or online format with a flexible in-person component modality for NOCE.

Upon completing the @ONE Certificate in Online Teaching & Design, faculty members should submit their learner transcript to DistanceEd@noce.edu to verify certification, and a confirmation email will be provided.

Ongoing Professional Development & Recertification for DE Faculty

Faculty members must periodically update distance education technical, design, and instructional skills. Ongoing professional development for experienced Distance Education (DE) instructors includes opportunities to expand on basic technical skills, gain information about new developments in distance education, attend workshops about the creation of accessible instructional materials, collaborate with colleagues, and engage with peers in brainstorming, peer review, and team webinar attendance.

Recertification

Faculty members who wish to remain certified to provide online instruction beyond the initial three years must submit a course for review through the Peer Online Course Review (POCR) process. Additionally, distance education faculty should complete a minimum of three hours of professional development directly related to online instruction per year.

Web-Enhanced Training

Faculty who wish to use Canvas to supplement in-person instruction must complete the four-week @ONE Creating Accessible Course Content facilitated training. This course focuses

on the skills necessary to make Canvas content technically accessible and usable to a broad

range of students. Upon completing the @ONE Creating Accessible Course Content, faculty

members should submit their learner transcript to DistanceEd@noce.edu to verify certification.

A confirmation email will be provided.

Note: This training does not qualify faculty members to teach in an online modality or

create course blueprints.

Chapter 3: Title 5 & Distance Education

Title 5 Distance Education Guidelines were developed to describe best practices for quality Distance Education in the California Community College system. These include instructor contact, course design and approval, faculty training, and workload and class size caps. Title 5 language was updated in the fall of 2021. The following sections are most applicable to Distance Education courses at North Orange Continuing Education.

Section 55200: Definition & Application

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

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

Section 55202: Course Quality Standards

The same standards of course quality shall be applied to any

portion of a class conducted through distance education as are

applied to in-person classes, in regard to the course quality

judgment made pursuant to the requirements of section 55002,

and in regard to any local course quality determination or review

process. Determinations and judgments about the quality of

distance education under the course quality standards shall be

made with the full involvement of faculty in accordance with the

provisions of subchapter 2 (commencing with section 53200) of

chapter 2.

At North Orange Continuing Education, this means that fully online (FO), partially online

(PO), online with flexible in-person component (OFI), and HyFlex courses need to have the same

course quality standards as traditional face-to-face instruction. Instructors should use the [CVC-OEI Course Design Rubric](#) to develop, teach, evaluate, and revise their courses to ensure that

best practices in instructional design and delivery are consistently followed.

Section 55204: Instructor Contact

In addition to the requirements of section 55002 and any

locally established requirementsapplicable to all courses,

district governing boards shall ensure that:

(a) Any portion of a course conducted through distance

education includes regular and substantive interaction between the instructor(s) and students, (and among students if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

(b) "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

(1) Providing direct instruction;

(2) Assessing or providing feedback on a student's coursework;

(3) Providing information or responding to questions about the content of a course or competency;

(4) Facilitating a group discussion regarding the content of a course or competency; or (5) Other instructional activities approved by the institution's or program's accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the

student's completion of a course or competency:

- Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

- Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

(d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(e) For purposes of calculating instructional time in the context of asynchronous distance education a week of instructional time is any week in which:

(1) The institution makes available the instructional materials, other resources, andinstructor support necessary for academic engagement and completion of course objectives; and

(2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

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

Section 55206: Separate Course Approval

If any portion of the instruction in a proposed course or

existing course section is designed to be provided through

Distance Education in lieu of face-to-face interaction

between instructor and student, the course shall be

separately reviewed and approved according to the

district's adopted approval procedures.

All North Orange Continuing Education fully online, partially online, and online with flexible in-person component courses must be approved by the Curriculum Committee via a separate approval process. Please refer to Appendix A to review the updated Distance Education Curriculum Addendum.

Section 55508: Faculty Selection & Workload

(a) Instructors of course sections delivered via distance

education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implementthat article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this article, local district policies, and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by, and be consistent with, other district procedures relatedto faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a

review by the curriculum committee established pursuant to section 55002(a)(1).

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

Chapter 4: Regular Substantive Interaction

Establishing and maintaining regular substantive interaction (RSI) is an essential aspect of delivering a fully online (FO), partially online (PO), and online with flexible in-person component (OFI) courses. It is not only a Title 5 requirement, but it is also a practice that encourages and facilitates student-centered instruction and increases student success. Instructor-initiated contact requires early, continuing, and consistent communication from the instructor of record. This includes instructions for accessing the course and directions on how to use the tools and materials. RSI is an instructor responsibility.

Let's take a closer look at how Title 5 defines RSI. As online instructors, we need to establish and maintain regular substantive interaction regardless on online modality. Title 5 is applicable whether the online course meets synchronously or asynchronously. The Fall 2021 Title 5 updates define substantive interaction as "engaging students in teaching, learning, and assessment, consistent with the content under discussion." Activities that support RSI include:

- Providing direct instruction

- Assessing or providing feedback on a student's coursework

- Providing information or responding to questions about the content of a course or competency

- Facilitating a group discussion regarding the content of a course or competency; or

- Other instructional activities approved by the institution's or program's accrediting agency.

Instructors can ensure that RSI with students is taking place by:

1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amountof content in the course or competency

    a. This means providing a schedule for announcements, new assignments, grading and feedback in your syllabus and orientation module. If you need to deviate from the posted schedule, keep students updated.

2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

    a. Check course analytics regularly to make sure students are regularly logging in, engaged with the content, and successfully completing coursework.

    b. Be proactive in reaching out to students who appear to be struggling to connect, offer support

Regular Substantive Interaction (RSI) Examples

RSI refers to three types of engagement: student to instructor, student to student, and student to contact.

Examples of Student-to-Instructor Contact

- Course announcements

- Messages via Canvas inbox

- Personalized feedback

- Discussion boards

- Videoconferencing

- Phone/voicemail

Examples of Student-to-Student Contact

- Messaging via Canvas discussion boards

- Collaborative projects

Examples of Student to Content Contact

- Canvas modules

- Lectures (recorded and streaming)

- Podcasts, webinars, screencasts

- Discussion boards

Guidelines for Regular Effective Contact

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

Initiated Interactions

- Include means for all types of interaction in the course design

- Utilize appropriate media for accessibility

- Design daily or weekly assignments and projects that promote collaboration among students

- Model course netiquette at the beginning of the semester with instructor-guided introductions

- Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants. Monitor content activity to ensure that students participate fully, and discussions remain on topic

- Create a specific forum for questions regarding course assignments

- Ask students for feedback about the course on a regular basis and revise content as needed

Frequency & Timeliness of Interactions

- Establish guidelines for frequency of contact that are the same as in the face-to-face classroom

- Make known response time for student questions/inquiries and assignment feedback (e.g. 1-2 business days)

- Maintain an active daily presence, particularly during the beginning weeks of a course

- Give frequent and substantive feedback throughout the course

Expectations for Interactions

- Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus

- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus

- Outline and explain netiquette in initial course documents

- Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course

Absences from Interactions

- Inform students immediately of course designee should an illness, family emergency or other unexpected event prevent regular effective contact for a prolonged period

- Let students know when instructor-initiated regular effective contact will continue

Chapter 5: Course Development & Evaluation

North Orange Continuing Education uses the [CVC-OEI Course Design Rubric](#) to develop and evaluate online course design, RSI, assessment, and accessibility.

CVC-OEI Course Design Rubric History

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

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

Rubric Implementation

The Distance Education Advisory Group chose to use the OEI Rubric as a guide for new online instructors developing their course(s). It also serves as a valuable tool for current online instructors to assess their course design to determine whether they meet existing regulations

and accreditation requirements. Since the Course Design Rubric has been implemented at a large majority of the California Community Colleges, we believe it has been strongly vetted as an evaluation tool. The implementation of the OEI rubric was approved by the North Orange Continuing Education Distance Education Advisory Group and the Academic Senate in Spring 2020.

Recommendations

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

Course Materials

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

Instructional Technology

Canvas has many tools, such as discussions, collaborations, or chat, that can be used to design and deliver fully online (FO), partially online (PO), online with flexible in-person component (OFI), and web-enhanced courses. There are additional tools available for developing content, creating community, and enriching students' learning experiences. It is important to remember that instructional technology should enhance, rather than overshadow, instructional content.

To facilitate consistency and ensure accessibility across all online and web-enhanced courses, NOCE has developed the following vetting and adoption process for software and applications used to create and deliver online instructional materials.

Instructional & Online Course Design App/Software Adoption Process

1. Faculty requesting apps, software, and Canvas integrations should complete the App & Software Rubric (Appendix B) and forward it to the Program Director.

2. The Program Director will review the request to identify proper support, resources, and funding. The reviewed document should be submitted to DistanceEd@noce.edu.

3. App, software, and integration requests will be reviewed quarterly by the DE Advisory Group and forwarded to the Curriculum Committee if necessary.

4. App/Software recommended by the DE Advisory Group will be forwarded to the IT Director for review and consideration for presentation to the NOCE Technology Committee

    a. IT Director to refer app/software to District Technology Roundtable as needed

    b. IT Director to collaborate with department director regarding implementation, installation, ongoing administration, support, and maintenance.

5. If the IT manager recommends an app/software, it will be added to the NOCE Technology Committee agenda for review.

6. NOCE Technology Committee will review recommendations and prioritization of installation and training.

7. IT Director to confirm implementation, installation, ongoing administration, support, and maintenance with the department director.

8. Apps/Software recommended by the DE Advisory Group can be presented to the Budget Committee, other funding processes, and appropriate funding source by the requesting director for purchase if applicable.

9. Once adopted, the free apps list will be presented to the Accessibility Workgroup as an informational item, and the NOCE website will be updated with the name of the app, VPAT, and privacy statement. If/when purchased, purchased apps/software will be presented to the Accessibility Workgroup as an informational item, and the NOCE website will be updated with the name of the app, VPAT, and privacy statement.
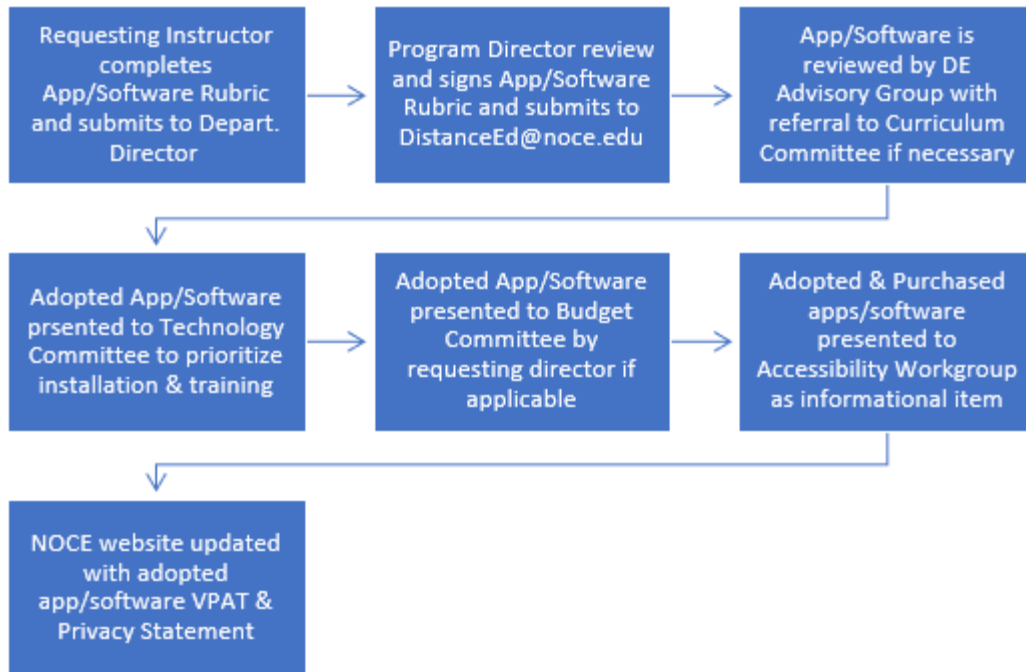
Figure 1 NOCE Application & Software Adoption Process

Please refer to [Appendix B for the App & Software Adoption Rubric](#)

Open Educational Resources (OER)

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

OER encompass a vast variety of learning resources including:

- Textbooks/eBooks

- Audio files/Podcasts

- Webcasts

- Videos/Multimedia

- Lesson Plans/Modules

- Academic Journals

- Courseware

- Assessments

- Learning Objects

OER Resources:

- OER Commons

    - www.oercommons.org

- Merlot

    - www.merlot.org

- Skills Commons

    - www.skillscommons.org

- Creative Commons

    - www.creativecommons.org

- BC Campus Open Ed

    - open.bccampus.ca

- California Open Online Library for Education

    - cool4ed.org

- Community College Consortium for Open Educational Resources

- o www.cccoer.org

- CCC OER Community Email

  - o cccoer.org/community-email

Note: all OER materials must be vetted for accessibility, listed on the Course Outline of Record and DE Addendum, and approved by the NOCE Curriculum Committee.

Course Scheduling & Delivery

The Distance Education Advisory Group strongly recommends that faculty be trained in online teaching pedagogy and Canvas to teach Distance Education courses at NOCE. This means that faculty should have completed the @One Online Teaching and Design certificate prior to receiving an online, partially online, or online with flexible in-person component teaching assignment. This recommendation as a best practice serves as a good faith effort to ensure that fully only (FO), partially online (PO), online with flexible in-person component (OFI) course delivery meets Federal, State, and WASC quality standards for online instruction. Please contact the Distance Education Faculty Coordinator with faculty training concerns.

Schedule of Classes

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

Late Date of Attendance

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

accurate records are kept for purposes of identifying a student's last date of academic attendance or last date of attendance at an academically-related activity" (DOE, 2010).

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

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

(A) Include but are not limited to –

(1) Physically attending a class where there is an opportunity for direction interaction between the instructor and students.

(2) Submitting an academic assignment;

(3) Taking an exam, an interactive tutorial, or computer- assisted instruction;

(4) Attending a study group that is assigned by the institution;

(5) Participating in an online discussion about academic matters; and

(6) Initiating contact with a faculty member to ask a question

about the academic subject studied in the course; (DOE,

2010, 66952).

Activities where students may be present but exhibit no evidence of academic

engagement are excluded from determining Last Day of Attendance, for example, "(3)

Logging into an online class without active participation; or (4) Participating in academic

counseling or advisement" (DOE, 2010, 66952).

To comply with legal requirements and confirm "active participation", the Distance

Education Advisory Group recommends that all fully online (FO), partially online (PO), and

online with flexible in-person component (OFI) courses at North Orange Continuing Education

have explicit instructions about the following:

1. Fully Online (FO) and Online with Flexible In-person Component (OFI) Courses: Require

   a course check-in assignment to be completed by the end of the first week of classes.

   This assignment should actively engage the student, otherwise they may be dropped

   from the course. This course check-in assignment must originate from within the LMS.

   This does not include logging in to the course LMS or emailing the instructor. This also

   provides documentable evidence of regular effective contact. Recommendations for

   this course check-in assignment include:

   a. Posting an introduction to the Discussion Forum

   b. Creating a profile in the LMS that includes a student picture or avatar

   c. Completing a syllabus quiz

    d. Completing an online readiness quiz

2. Partially Online (PO): In addition to attending the first face-to-face meeting of the course during the first week of classes, partially online (PO) courses will also require a course check-in assignment following the same requirements for fully online (FO) and online with flexible in-person component (OFI) courses (see above). The check-in assignment will confirm the partially online (PO) students' use of the LMS, establish regular effective contact for week one and give a preliminary assessment of students' online readiness.

Welcome Letter & Online Syllabus

In the face-to-face classroom, a large part of the first class meeting is spent introducing the course, reviewing the syllabus, getting to know the students, and answering any questions about the course content or assignments. Since students do not have this type of interaction with the instructor or with other students in fully online (FO) or online with flexible in-person component (OFI) classes and limited contact in partially online (PO) classes, they may often feel isolated (Szopiński & Bachnik, 2022). To establish rapport with the students and to incorporate general best practices for Distance Education, instructors must introduce the course and login information with a welcome letter one week **before the course begins.**

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

- Information of where to go for technical help and support

- Information about books and materials required

- Information about any orientations or on-campus exams

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

Online Syllabus & Orientation Module

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

- Information about course assignments, course schedule, and texts

- Information about the Learning Management System (LMS)

- Introduction to the tools within the Learning Management System (LMS)

- Guidelines for class participation and grading criteria, including the expected response time from the faculty

- Important dates during the semester

A general weekly timeline for when lessons are released as well as due dates for activities, discussions, and quizzes should also be included. A suggestion for fully online (FO) and online with flexible in-person component (OFI) courses is to require a course contract.

The Distance Education Department has provided a syllabus and orientation module template that includes specific information about resources for online students with embedded links to this information to facilitate consistency and timely access to information prior to the start of each term. Faculty should publish their online syllabus and orientation module **one week prior** to the start of each term.

Accessibility, Privacy, & Copyright

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

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

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

Understanding Accessibility & Universal Design

Simply put, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means that instructors should think about using the principle of Universal Design, that is, creating course materials that accommodate the needs, learning preferences, and strategies of as many students as possible regardless of their ability. Best practice asks instructors and course designers to move beyond

compliance to create inclusive, equitable online learning experiences for all students (Lowenthal et al., 2020).

Students with disabilities may often have difficulty completing certain tasks on the internet such as reading, listening, or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students require in the form of assistive tools such as screen readers for the visually impaired that require text tag modifications for images or captioning for the hearing-impaired. Keeping Universal Design in mind while creating courses will benefit students who have a range of learning preferences. The acronym POUR for perceivable, operable, understandable, and robust can help online instructors and course designers remember the basic elements of Universal Design for Learning (UDL).

Understanding the Principles of POUR

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

Perceivable

- Materials should be presented in ways so that it is perceivable to all users. If information is presented in ways perceivable to those who are sighted, such as text, it also needs to be presented in ways so that it will be perceivable to those who are visually impaired

- Keep both accessible and usable in mind. Text in a webpage can be read by a screen reader as it is technically accessible, but good design (like heading styles) will make the text more user friendly to both sighted and visually impaired users

Operable

- Consider the equipment needed to interact in the online class. For example, mobility-impaired students may need to use a special keyboard to navigate the course. This could cause them to take a little longer to navigate from place to place, or even answer a multiple-choice question. Care should be taken to ensure that any timed activities can be modified for students who need more time

- Provide ways to help users navigate. When adding multimedia to your course, ensure that media is not set to play automatically, and that the player can be controlled via keyboard commands. Additionally, ensure modules and pages have descriptive, meaningful names, and that names are not duplicated

Understandable

- Materials should be designed in ways that are understandable to a range of users. Every effort should be made to write at a level understandable to a variety of students, and key terms or vocabulary should be defined or explained in the surrounding text. Tutorials or support should also be provided to help users understand the tools used in the course

- Create predictable formatting and operational patterns. Helping students understand online classes relies on predictability. Whenever possible, predictable patterns should be repeated, maintained, especially in linked material

Robust

- Maximize compatibility with current and future assistive technologies. Using HTML to create content will allow for multiple types of assistive technologies to access and interpret content. Using other types of materials, such as MS Word documents or Adobe pdfs, when properly formatted, can also enhance compatibility

- Provide equitable access and an equivalent experience to a wide variety of users. Creating content using a variety of modalities will allow students to engage in activities that resonate with their preferred way of learning

The Distance Education Advisory Group recommends Distance Education and Web-Enhanced Faculty complete the @One Creating Accessible Course Content training.

Camera Use Guidance

From the [California Community Colleges Chancellor's Office Legal Opinion 2020-12: Online Class Cameras-On Requirements](#) (October 19, 2020):

"While there is no express prohibition against faculty requiring students to attend live synchronous sessions with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws."

NOCE Distance Education faculty may not indiscriminately requires cameras to be on as part during synchronous online instruction.

Recording Synchronous Instruction Guidance

NOCE has not adopted a policy for recording synchronous instructional sessions as these recordings may be educational records protected under the Family Educational Rights and Privacy Act (FERPA) – the federal student privacy law. Additional information about FERPA can be found on the US Department of Education FAQs on Photos and Videos under FERPA. Questions about how FERPA relates to specific situations at NOCE should be addressed with the Director of Admissions and Records.

Captioning Synchronous Zoom Instructional Sessions

Auto-captioning is not considered accessible (National Deaf Center on Postsecondary Outcomes, 2020). If a student in your synchronous course requires captioning as an accommodation, the DSS department will make the appropriate arrangements.

@One Captioning Guidelines

1. The captioning must be complete, which means the video must be captioned from start to finish, including noting opening music and background noises, when intentional

2. The captions must be 99% accurate. This means, literally, word-for-word, including grammar and punctuation.

3. The caption should display synchronously with the audio, running neither too fast or too slow, and they should be on-screen and adequate for the amount of time to allow careful reading.

4. The caption placement should not obscure other important information. Usually, captions are placed at the bottom of the screen.

@One Captioning Exceptions

"Raw footage" is exempt.

Raw footage is defined as materials that are for a single, restricted use and are not archived.

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

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

Feedback to students is exempt.

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

Restricted access materials might be exempt.

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

Captioning Assistance

Screencast-o-Matic: NOCE Distance Education faculty have access to Screencast-o-Matic Premier to create, edit, and caption instructional videos.

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

Distance Education Captioning and Transcription (DECT) Grant: The DECT grant is funded by the Chancellor's Office to "promote faculty innovation in the use of audio, video, and multi-media content in distance learning classes." The grant provides funds for professional captioning and transcription. Colleges apply for a grant within a specific semester, and once approved, can use the funds to either pay a vendor of their choice or can use a pre-approved vendor from DECT. This is a terrific way to get your own videos captioned or to have professional videos captioned. Please be sure you have the right to use these videos. For more information on applying for a captioning grant, please visit the DECT FAQ page.

Best Practices for Inclusive Online Courses

1. Use backwards design to align outcomes, objectives, assessments, and learning materials.

2. Provide multiple means of engagement, representation, and assessment.

3. Create transparent assignments by stating the purpose, providing clear instructions, a checklist of expectations or rubric, and when possible, examples of good work.

4. Use consistent design and modules.

5. Chunk information and simplify language.

6. Build community.

7. Monitor student progress and provide timely feedback (Lowenthal et al., 2020; Martin et al., 2019).

NOCE DE Faculty Resources

The NOCE Distance Education Department provides an online course template and syllabus template. If you need assistance accessing these or other resources, please contact the DE Faculty Coordinator at DistanceEd@noce.edu. If you have questions about NOCE Distance Education policies, you may contact your department's Advisory Group member or contact the DE Faculty Coordinator at DistanceEd@noce.edu.

Appendix A: Distance Education Curriculum Proposal Addendum

This form must be completed for any course offered in an online modality and updated whenever the COR (Course Outline of Record) is updated. Please complete this form for a course; do not make it instructor specific. Save the form with a file name that includes "DEA" (Distance Education Addendum) followed by the course discipline prefix and course number, for example, "DEA.IHSS100.docx."
Note: Any instructional resources indicated in this document must align with the Course Outline of Record.
Submit the completed form as an attachment in Curricunet.

Relevant Title 5 Sections

§ 55206. SEPARATE COURSE APPROVAL.

(a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets: the requirement for regular and substantive interaction as specified in section 55204.

(b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference Sectiions70901 and 70902, Education Code; Title II of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d; title 34 Code of Federal Regulations sections 600.2.

§ 55202 Course Quality Standards

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.
Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§ 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 and substantive interaction between the instructor(s) and students, and among students if described in the course outline of record or distance education addendum, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.
(b) "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least twoof the following:
(1) Providing direct instruction.
(2) Assessing or providing feedback on a student's coursework;
(3) Providing information or responding to questions about the content of a course or competency;
(4) Facilitating a group discussion regarding the content of a course or competency; or
(5) Other instructional activities approved by the institution's or program's accrediting agency.
(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

(1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amountof content in the course or competency; and
(2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactionwith the student when needed on the basis of such monitoring, or upon request by the student.
(d) Regular and substantive interaction is an academic and professional matter pursuantto sections 53200 et seq.
(e) For purposes of calculating instructional time in the context of asynchronous distanceeducation, a week of instructional time is any week in which:
(1) The institution makes available the instructional materials, other resources, andinstructor support necessary for academic engagement and completion of course objectives; and
(2) The institution expects enrolled students to perform educational activitiesdemonstrating academic engagement during the week.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; title **34** Code of Federal Regulations sections 600.2and 668.3.

To complete the text boxes, use the **(Click or tap here to enter text)** to type your answers; the box will expand to accommodate text.

Course Title: Click or tap here to enter text.
Subject Code & Course ID: Click or tap here to enter text.
Total Hours of Instruction: Click or tap here to enter text.

Click to Select the **best option(s)** for your course.

1.   **Rationale:** What is the intent of offering the course by distance education mode? Discuss how offering this course in DE mode benefits students or meets student needs. **Example:** *This course is designed for students who may not otherwise be able to attend a traditional course, or those who simply want to take advantage of the convenience and flexibility of fully or partially online courses.*

     Click or tap here to enter text.

     Mode of Delivery: Check all that apply.
     ☐ Fully Online (FO): all instruction is online
     ☐ Partially Online (PO): online instruction with scheduled on-campus meetings and/or assessments; hybrid
     ☐ Online with Flexible in-person component (OFI): online instruction with in-person/proctored assessment/activities at a flexible time and place.

2. **Learning Objectives:** For classes proposed in the fully online modality, describe how students can achieve learning objectives/outcomes as described in the official Course of Record (COR). **This applies to any course objective or outcome that may not be facilitated by the Learning Management System (LMS), Canvas.** An example would be a skill demonstration such as an oral presentation or language demonstration, mandatory laboratory, project presentation, etc. For each applicable objective/outcome, describe a sample assignment used in the online modality and the method of evaluation.
    Note: If all course objectives can be met using Canvas LMS tools or the course is proposed as partially online, check Not Applicable.

    ☐Not Applicable

    Click or tap here to enter text.

3. **Regular Substantive Interactions for Online Education Courses:** Please complete this form for a course. Do not make it instructor-specific. Check examples of the types of interaction for instructor to student, student to student, and student to content.

    Methods of Instruction: Methods of Instruction should reflect criteria for full-term courses offered at the allowable percentage checked in Delivery Mode above. It is understood that contact types

and assignments will vary in a partially online modality and that criteria will be scaled in classes offered in a compressed format.

Instructor-Student Interactive Contact

Instructor-Student interactive contact email distribution:

☐ Email via Canvas LMS

☐ Email using district-provided NOCE account. Example: Welcome letter, link to liquid syllabus. Describe in textbox below.

Describe other email (max 1000 characters). Required if above "Other Email" box is checked.
Click or tap here to enter text.

Email descriptions that demonstrate instructor-student interaction:

☐ Instructor-Student questions/comments/problem solving

☐ Other Email interactions using district-provided NOCE account: Describe in textbox below.

Describe other email interactions (max 1000 characters). Required if above "Other Email interactions using district-provided NOCE account" box is checked.
Click or tap here to enter text.

Announcement Distribution:

☐ Announcements: Canvas LMS

Assessment Types:
Exams:

☐ Exams using Canvas LMS

☐ Exams using adopted third-party websites. List any necessary third-party websites in box below.

☐ Exams face-to-face or at proctored locations

☐ Other Exams

Describe other exams (max 1000 characters). Required if above "Exams using adopted third-party websites" or "Other Exams" boxes are checked.
Click or tap here to enter text.

Quizzes/Surveys:

☐ Quizzes/Surveys using Canvas LMS

☐ Quizzes/Surveys using adopted third-party websites. List any necessary third-party websites in box below.

☐ Quizzes/Surveys face-to-face or at proctored locations

☐ Other Quizzes/Surveys

Describe third-party websites or other quizzes/surveys (max 1000 characters). Required if above "Quizzes/Surveys using adopted third-party websites" or "Other Quizzes/Surveys" boxes are checked.
Click or tap here to enter text.

Projects:
☐ Projects submitted using Canvas LMS
☐ Projects submitted using adopted third-party websites. List any necessary third-party websites in box below.
☐ Projects submitted face-to-face on campus
☐ No Projects
Describe Projects submitted using third-party websites (max 1000 characters). Required if above "Projects submitted using adopted third-party websites" box is checked.
Click or tap here to enter text.

Online Discussions:
☐ Online Discussions using Canvas LMS tools
☐ Other Online Discussions

Describe other online discussions (max 1000 characters). Required if above "Other Online Discussions" box is checked.
Click or tap here to enter text.

Videos/Podcasts:

☐ Videos/Podcasts embedded in Canvas LMS
☐ Videos/Podcasts links posted on adopted third-party websites. List any necessary third-party websites in box below.
☐ No Videos/Podcasts
☐ Other Videos/Podcasts

Describe other videos/podcasts (max 1000 characters). Required if above "Videos/Podcasts links on adopted third-party websites" or "Other Videos/Podcasts" boxes are checked.
Click or tap here to enter text.

Orientations:
☐ Orientations using Canvas LMS
☐ Orientations using NOCE websites
☐ Orientations face-to-face on campus
☐Orientations via district-provided NOCE email

☐ Other Orientations

Describe other orientations (max 1000 characters). Required if above "Other Orientations" box is checked.
Click or tap here to enter text.

FAQS:
☐ FAQS posted on Canvas LMS
☐ FAQS posted on adopted third-party websites. List any necessary third-party websites in box below.
☐ FAQS sent via district-provided NOCE email
☐ No FAQS

Other:
☐ What other types of instructor-student interactions will occur?
☐ How will tools be used?

Describe other types of instructor-student interactions and tools used (max 1000 characters). Required if above "Other" boxes are checked.
Click or tap here to enter text.

Student-Student Interactive Contact
☐ Online Discussions using the Canvas LMS
☐ Canvas Wikis
☐ Collaborative projects
☐ Synchronous communication via adopted video conferencing software
☐ Other

Student to Content
Content: Instructional content which coincides with the student learning outcomes in the Course Outline of Record (COR)
☐ Content on Canvas LMS
☐ Content on adopted third-party websites. List any necessary third-party websites in box below.
☐ Other

Describe other (max 1000 characters). Required if above "Content on adopted third-party websites" or "Other" boxes are checked.
Click or tap here to enter text.

Individual Student Assignments: Individual tasks which coincide with the assignments in the Course Outline of Record (COR)
☐ Individual Student Assignments on Canvas LMS
☐ Individual Student Assignments on adopted third-party websites. List any necessary third-party websites in box below.
☐ No Individual Student Assignments

☐ Other Individual Student Assignments
Describe other individual student assignments (max 1000 characters). Required if above "Individual Student Assignments on adopted third-party websites" box is checked.
Click or tap here to enter text.

Group/Team Student Assignments: Collaborative assignments which coincide with the Course Outline of Record (COR)

☐ Group/Team Student Assignments on Canvas LMS
☐ Group/Team Student Assignments on adopted third-party websites. List any necessary third-party websites in box below.
☐ No Group/Team Student Assignments
☐ Other Group/Team Student Assignments
Describe other group/team student assignments (max 1000 characters). Required if above "Group/Team Student Assignments on adopted third-party websites" or "Other Group/Team Student Assignments" boxes are checked.
Click or tap here to enter text.

Other:
☐ What other types of student-content interactions will occur?
☐ How will tools be used?

Describe other types of student-content interactions and tools used (max 1000 characters). Required if above "Other" boxes are checked.
Click or tap here to enter text.

4. **Instructional Materials and Resources: Please complete this form for a class; do not make it instructor-specific. Resources must be aligned with the Course Outline of Record.**
   Faculty Resources
   Aside from the NOCE Canvas Learning Management System, https://noce.instructure.com/, identify the instructional materials and resources needed to teach this course in a DE mode (for example, MyMathLab). Note: The free Canvas site is for the purposes of course development only and may not be used to offer classes.
   ☐ Hardware (for example, video camera or microphone)
   ☐ Software applications/programs (other than internet browser and Microsoft Office Pro)
   ☐ Other

   List and describe any hardware, software applications, programs, or faculty resources required for this DE course.
   Click or tap here to enter text.

Student Resources

Identify and list the student materials and resources needed to complete this class in a DE mode successfully:

☐ Hardware (for example, video camera or microphone)

☐ Software applications/programs (other than internet browser and Microsoft Office Pro)

☐ Other

List and describe any hardware, software applications, programs, or resources required for this DE course.

Click or tap here to enter text.

5. **Accessibility: All instructors are responsible for ensuring that a Distance Education course is compliant with the *Americans with Disabilities Act of 1990* and the *1998 Amendment to the Workforce Rehabilitation Act (Section 508).* For required course assignments, check all that will be utilized and describe how universal design components will be applied.**

Note: A reliance on files creates both accessibility and equity issues. In addition to technical accessibility issues, downloading, archiving, and opening documents can reduce usability. Your course should be designed with the understanding that content built directly into Canvas is more accessible and equitable than the use of external documents or files.

Forcing students to download material leads to several issues:

- Low-income students who are using a public computer will not be able to "store" the document.
- Students with organization problems may have trouble archiving the document and finding it later.
- Students without printers may not have the ability to use the document.
- Students using mobile devices may not be able to open all documents.

"Content Pages are inherently more accessible than documents or files. Before you spend hours making a document or file accessible, you need to ask yourself this question: Can you transfer the content from your document to a Content Page, or is there a reason to provide a downloadable document or file to your students?"

(@ONE Creating Accessible Course Content course, retrieved September 13, 2020)

☐ Heading Styles: Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of style headings.

☐ Lists: Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.

☐ Links: Links are identified with meaningful and unique text in place of displaying the URL.

☐ Tables: Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.

☐ Color Contrast: There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.

☐ Color and Meaning: Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.

☐ Images: All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of," "picture of" or file extension (e.g., ".jpg").

☐ Reading Order: Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies (Documents, PDFs, Digital Presentations).

☐ Slides: Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.

☐ Spreadsheets: Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals.

☐ Accessibility Checkers: Files and content pass any built-in accessibility check available in the software.

☐ Video: All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.

☐ Audio: Audio files must be accompanied by complete and accurate transcripts.

☐ Flashing content: Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one-second period or exceed the general and red flash thresholds.

☐ Live Captions: Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested*.

Provide a narrative describing how Universal Design for Learning will be applied for all checked components.
Click or tap here to enter text.

*Note: Captions must be requested as an accommodation through DSS (California Community Colleges Chancellor's Office, 2020b).

Appendix B: App & Software Adoption Rubric

Name of Requested Application or Software: **Click or tap here to enter text.**

Faculty Name: **Click or tap here to enter text.**

Department: **Click or tap here to enter text.**

Briefly describe the overall purpose of this app and how it will benefit NOCE students and/or faculty.

Click or tap here to enter text.

Using the following criteria, consider each area for the app or software you are considering. Provide a yes, or no for how useful it would be to your learners. For each criterion, be sure to use the notes section to briefly explain why you choose yes or no for each criterion. What is included that is helpful, and/or what are the limitations?

Criteria	Yes or No	Why
Appropriate for audience		
Grounded in pedagogy/Alignment		
Technical Support Provided		
Ease of use (interface/usability)		
Accessibility (VPAT?)		Provide link to VPAT
Integration with LMS (grading?)		
Institutional Restrictions		
Data Privacy		Provide link to Privacy Statement
Compatibility (does it work on Mac & PC)		
Cost to institution (If there is a cost associated with this product, please note whether it is a one-time purchase or a subscription)		
Student-facing LMS integration		
Installation and Maintenance Requirements		
Training Requirements (Please note whether training targets admin or end-users.)		

Criteria	Yes or No	Why
Is the app/software currently being used? (If subscription-based, please note date current subscription ends)		
Number of anticipated users		
Does this app/software provide instructional content? If yes, has it been reviewed by the NOCE Curriculum Committee? (Please note date of approval by Curriculum Committee)		

Faculty Signature and Date: _____

Department Director Signature and Date: _____

Criteria Definitions

If you need clarification as to what each criterion represents, please review below:

Appropriate for audience- Is this tool suited for the age level of your learners? Do they have the technology literacy that is needed to be able to use and learn the tool without barriers?

Grounded in pedagogy/alignment- Is this tool going to be helpful in your leaners achieving the stated learning objectives? Does this tool help them achieve the goals of the assessments without creating technological barriers?

Technical Support Provided- Who will provide technical support for this tool? Does the tool have support services (knowledge base articles, YouTube videos, live chat, etc.)to assist learners if they are working independently? Is this necessary for this particular tool?

Ease of use (interface/usability)- Is this tool easy to use? Is it intuitive? If someone used it one time only, could they pick up where they left off, or does this tool require a training session?

Accessibility (VPAT)- Does this tool have accessibility features? Does the company have an accessibility roadmap, VPAT, or documentation about how accessible/inaccessible it is for students who use assistive technology (screen readers, electronic braille, etc.)?

Integration with LMS (grading)- Does this tool provide integration with an LMS? Do they offer a way to pass grades and participation feedback to an LMS (Blackboard or others)?

Institutional Restrictions- Does your institution or company have policies or guidelines you have to consider before adopting a new tool? Are there any features or considerations that must be in place?

Data Privacy- How will personal data be stored? Most tools should have a data policy that you can consult. As long as a policy states how data will be stored, shared, and not sold, you should be covered.

Compatibility (does it work on Mac & PC)- Does this tool work on all types of devices (PC, MAC, Chromebooks, mobile devices, etc.), or are there limitations?

Appendix C: Sample Welcome Letter

Welcome to *Course Name.*

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

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

To log into Canvas, go to the NOCE website and click on the red, circular Canvas icon.
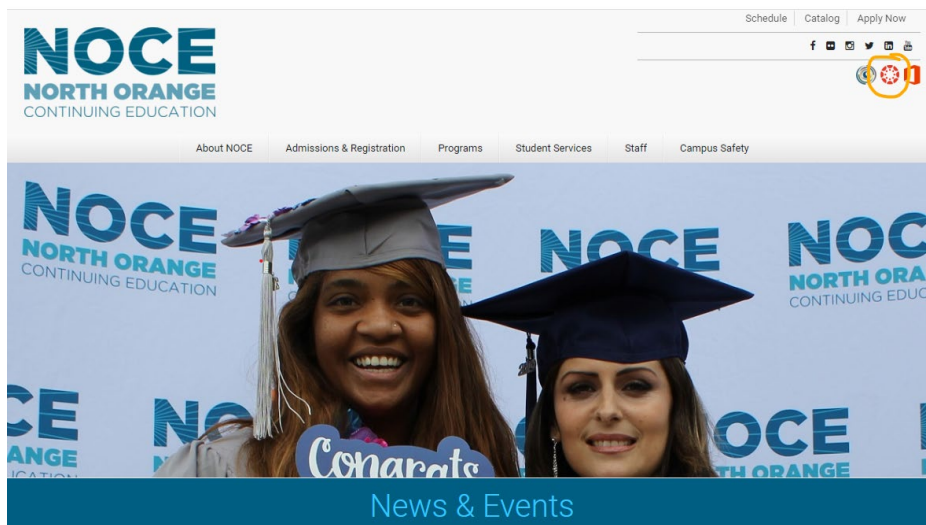
Enter your student ID number and password.

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

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

I look forward to meeting you!

Instructor XYZ

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