# Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introduction</td>
<td>4</td>
</tr>
<tr>
<td>General Information</td>
<td>5</td>
</tr>
<tr>
<td>College of the Redwoods Mission, Vision, Values, Strategic Directions &amp; Goals</td>
<td>5</td>
</tr>
<tr>
<td>Distance Education Mission Statement</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Online Learning</td>
<td>6</td>
</tr>
<tr>
<td>Faculty Preparation</td>
<td>7</td>
</tr>
<tr>
<td>Technological Readiness</td>
<td>7</td>
</tr>
<tr>
<td>Pedagogical Readiness</td>
<td>9</td>
</tr>
<tr>
<td>Training Process and Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Course Quality and Standards</td>
<td>10</td>
</tr>
<tr>
<td>Course Quality: Title 5 Language &amp; Explanation</td>
<td>10</td>
</tr>
<tr>
<td>Regular Effective Contact in Detail</td>
<td>12</td>
</tr>
<tr>
<td>Types of Regular Effective Contact</td>
<td>13</td>
</tr>
<tr>
<td>Guidelines for Regular Effective Contact</td>
<td>13</td>
</tr>
<tr>
<td>Course Design</td>
<td>14</td>
</tr>
<tr>
<td>Design Fundamentals</td>
<td>14</td>
</tr>
<tr>
<td>Using Bloom’s Taxonomy</td>
<td>15</td>
</tr>
<tr>
<td>Course Assessment</td>
<td>17</td>
</tr>
<tr>
<td>Assessment Fundamentals</td>
<td>17</td>
</tr>
<tr>
<td>Formative &amp; Summative Assessment</td>
<td>17</td>
</tr>
<tr>
<td>Incorporating Assessment &amp; Course Design</td>
<td>18</td>
</tr>
<tr>
<td>Evaluating Assessment</td>
<td>19</td>
</tr>
<tr>
<td>Course Materials</td>
<td>20</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>24</td>
</tr>
<tr>
<td>Course Scheduling &amp; Delivery</td>
<td>24</td>
</tr>
<tr>
<td>Schedule of Classes</td>
<td>24</td>
</tr>
<tr>
<td>Title IV Considerations &amp; Footnotes</td>
<td>24</td>
</tr>
<tr>
<td>Instructor’s Class Orientation Letter</td>
<td>26</td>
</tr>
<tr>
<td>Online Syllabus</td>
<td>27</td>
</tr>
<tr>
<td>Course Syllabus Templates</td>
<td>28</td>
</tr>
<tr>
<td>Accessibility, Privacy &amp; Copyright</td>
<td>28</td>
</tr>
<tr>
<td>Accessibility (504 &amp; 508 Compliance)</td>
<td>28</td>
</tr>
<tr>
<td>Understanding Accessibility</td>
<td>28</td>
</tr>
<tr>
<td>Differences between 504 &amp; 508 Compliance</td>
<td>29</td>
</tr>
<tr>
<td>Federal and State Guidelines</td>
<td>29</td>
</tr>
<tr>
<td>Captioning Guidelines</td>
<td>30</td>
</tr>
<tr>
<td>Captioning Assistance</td>
<td>30</td>
</tr>
<tr>
<td>Other Captioning Considerations</td>
<td>31</td>
</tr>
<tr>
<td>Student Privacy (FERPA Compliance)</td>
<td>31</td>
</tr>
<tr>
<td>FERPA &amp; Distance Education</td>
<td>32</td>
</tr>
<tr>
<td>Accreditation</td>
<td>33</td>
</tr>
<tr>
<td>College of the Redwoods Course Policies</td>
<td>35</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>35</td>
</tr>
<tr>
<td>CR’s Attendance Policy</td>
<td>35</td>
</tr>
</tbody>
</table>
Individual Course Attendance & Participation Policy 36
Drop Policy 37
CR’s Drop Policy 38
Individual Course Drop Policy 36
Dropped Students in Canvas 39
Add Policy 39
Grading Policy 40
Academic Honesty and Authentication 41
Individual Course Academic Honesty Policy 42
Academic Honesty in Canvas 43
Exam Proctoring 44
References 45

APPENDICES:
Glossary of DE Terms 50
Online Faculty Certification Standards xx
Online Faculty Evaluation (Schedule F2-DE Supplemental Form) xx
AP 4105 Distance Education xx
CR Regular Effective Contact Policy xx
DE Course Proposal Form (curriculum committee) xx
DE Substantive Change xx
Exam Proctoring Flowchart xx
Proctoring Information (Form A) xx
Student-Proctor Agreement (Form B) xx
Request for Proctoring of Exam (Form C) xx
Class Orientation Letter Template xx
Syllabus Checklist xx
Regular Effective Contact Checklist xx
Accessibility Checklist xx
Welcome and Introduction

Welcome Online and Distance Learning Faculty!

The College of the Redwoods Distance Education Handbook is a supplemental guide to College of the Redwoods Faculty Handbook (2013) designed to provide additional information about the College of the Redwoods AP 4105 Distance Education. This manual is organized as an online document, with information in a navigable format that can easily allow for revision as policies and procedures develop and change. The handbook has been developed based on the recommendations of the CR Distance Education Planning Committee.

The goals of this handbook are to:

- Articulate the mission and goals of the Distance Education Department, especially as they pertain to the College of the Redwoods Strategic Plan 2013-2016.
- Provide technical and pedagogical support and resources for faculty teaching online, hybrid, and interactive video courses.
- Furnish information about training and mentoring for online, hybrid, and interactive video 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 course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

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General Information
College of the Redwoods Vision and Mission

CR Vision

College of the Redwoods is a learning community where lives are transformed.

CR Mission

College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

Distance Education Mission

Distance Education Mission Statement Draft

The Distance Education Department at College of the Redwoods is committed to developing and promoting high-quality, electronically-mediated, educational experiences for our students.

Definition of Distance Education

Distance Education “Distance education is defined...as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously” (ACCJC, 2013; AP 4105).

At College of the Redwoods, there are three modes of distance education instruction:

1. **Online** - An online distance education course is delivered via the Internet using a campus-supported Learning Management System (LMS). **No on-campus meetings are required.** Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through regular effective contact, instructor and students interact to complete assignments and assessments and to demonstrate **Student Learning Outcomes.** An online course will be designated as **Online** in published campus materials.

2. **Hybrid** - A hybrid distance education course replaces some face-to-face class time with online instructional time. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a hybrid course. A campus-supported Learning Management System is used to provide course content...
replacing face-to-face time. Students must have access to a computer and the Internet. A hybrid course will be designated as **Hybrid** in published campus materials.

3. **Interactive Video (IV)** – An online, internet-based course where instructor-student interactions are simultaneous with immediate opportunity for exchange among participants. These courses provide technology mediated live classroom experiences originating, typically, at the Eureka campus for distant District sites such as Del Norte.

Note – If instructors use the LMS to post materials and engage in discussion but do not replace their classroom time with online instruction, this is a web-enhanced course and not considered a distance education course.

**Principles of Online Learning**

Fundamental teaching and learning standards for undergraduate education also apply to teaching online and hybrid courses. This means that the following principles, based on Chickering and Gamson’s *best practices for undergraduate education*, should inform distance education courses.

<table>
<thead>
<tr>
<th>Principle: Establish and maintain Regular Effective Contact.</th>
<th>Regular effective contact is a California requirement for distance learning which states that instructors must keep in contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation status. AP 4105 Distance Education and the CR Regular Effective Contact Policy address regular effective contact at College of the Redwoods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle: Create opportunities for student-centered learning.</td>
<td>In distance education, instead of being the sole source of content knowledge, the role of the instructor is as a facilitator. Students should be encouraged to interact not only with the content and instructor but also with each other in order to understand, research and come to their own conclusions about the course material.</td>
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<tr>
<td>Principle: Provide support for each student’s learning process and autonomy.</td>
<td>Distance education instructors should engage all types of learners by providing content and assessments that respect and accommodate the different needs, learning styles and strategies of each student.</td>
</tr>
<tr>
<td>Principle: Ensure all course content is readily and easily accessible to all students.</td>
<td>Instructors should make certain that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System.</td>
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</tbody>
</table>
Faculty Preparation

Technological Readiness

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to most complex, are examples of what 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, Skype, podcasts, blogs, webinars & wikis |
| Learning Management System | • Upload content  
|                       | • Create, design, and edit course modules  
|                       | • Make content accessible  
|                       | • Create announcements, discussion forums, blogs, or wikis  
|                       | • Create assessments, surveys, and polls/use the Assignments, Tests and Surveys tool  
|                       | • Upload multimedia |
**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 (AP 4105, REC Policy) 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 discussions 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 SLOs.
• Incorporate surveys to receive regular student feedback to improve and 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 it is 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.

---

**Training Process and Requirements**

**New Online or Hybrid Instructor Training**

All instructors who want to either teach online or hybrid courses must meet the College of the Redwoods Online Teaching Certification Standards.

Faculty shall meet any of the following three criteria prior to teaching an online course for College of the Redwoods:

- **Complete College of the Redwoods Online Teaching and Learning Training** sponsored by the DE Committee in consultation with the Academic Senate.
- **Certificate of Completion in Online Teaching** from an accredited college or university, such as UCLA online Teaching Program, Cerro Coso Online Educators Certificate Program, or @One Teaching Certification Program.
- **Demonstrate prior successful experience** in teaching online course(s) with a copy of a Faculty Evaluation Report (A-5/AF-5) or equivalent that includes one or more online sections.

As Faculty Evaluation Reports for online instructors may not be available for current online faculty, all current and past online College of the Redwoods faculty shall be provisionally certified to teach online until their next regularly scheduled evaluation. Full certification would occur after meeting [one of] the above criteria.
New Interactive Video Instructor Training
To Be Determined

Course Quality and Standards

Course Quality: Title 5 Language & Explanation
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.

Section 55200: Definition & Application

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at College of the Redwoods</th>
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<tbody>
<tr>
<td>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. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).</td>
<td>This section provides a general definition of distance education. At CR, the term Distance Education applies to online, hybrid, and TelePresence (simultaneous interaction) courses but not to web-enhanced courses. Section 55200 also specifies that all distance education content and delivery needs to be accessible to all learners.</td>
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Section 55202: Course Quality Standards

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<tr>
<th>Policy Guidelines</th>
<th>What this means at College of the Redwoods</th>
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<tr>
<td>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 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.</td>
<td>Online, hybrid, and interactive video courses should have the same course quality standards as face-to-face instruction. Instructors should use the Rubric for Online Instruction (PDF) to develop, teach, modify and reevaluate their courses to ensure that best practices in instruction design and implementation are followed. The Distance Education Planning Committee will periodically review distance education courses and programs to ensure quality.</td>
</tr>
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### Section 55204: Instructor Contact

<table>
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<tr>
<th>Policy Guidelines</th>
<th>What this means at College of the Redwoods</th>
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| In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:  
  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 sections 53200 et seq.  
  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 Orders of the Board of Governors. | Instructors need to make certain that there are measures for instructor-initiated regular effective contact incorporated into online, hybrid, and interactive video 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 such as in the LMS or third party websites indicates a lack of regular effective contact. For more information on regular effective contact as it should be implemented, see below. |

### Section 55206: Separate Course Approval

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<th>Policy Guidelines</th>
<th>What this means at College of the Redwoods</th>
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<tr>
<td>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.</td>
<td>All online, hybrid, and interactive video courses need to be approved by the Curriculum Committee via a separate approval process. This requires filing a Distance Education Course Proposal demonstrating how the course will meet Federal, State, ACCJC and CR quality standards, specifically requirements for regular effective contact and accessibility.</td>
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</table>
### Section 55208: Faculty Selection & Workload

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<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at College of the Redwoods</th>
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<tr>
<td>Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course’s subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, 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.</td>
<td>All faculty teaching distance education courses need to be trained in best practices for online, hybrid, and interactive video instruction. Specifically, faculty new to online or hybrid teaching need to complete all the requirements for Online Teaching Certification. Enrollment Management Guidelines informed by the Course Outline of Record specify the number of students in any given distance education course.</td>
</tr>
<tr>
<td>The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).</td>
<td>Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.</td>
</tr>
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### Regular Effective Contact in Detail

Establishing and maintaining regular effective contact is an important aspect of delivering a distance education course. It is not only a Title 5 requirement, but is also a practice that encourages and facilitates student-centered instruction and improves student learning outcomes.
Types of Regular Effective Contact
Interaction in the distance education classroom takes place in four ways:

1. Instructor ↔ Student
   Examples:
   - Course announcements
   - Messaging via the LMS
   - Personalized feedback
   - Discussion boards
   - Chat/IM
   - Videoconferencing/Skype
   - Phone/voicemail

2. Student ↔ Student
   Examples:
   - Messaging via the LMS
   - Discussion boards
   - Chat/IM
   - Collaborative projects: group blogs, wikis

3. Student ↔ Content
   Examples:
   - Modules on the LMS
   - Lectures (recorded or streaming)
   - Podcasts/webinars/screencasts
   - Videoconferencing/CCC Confer/TelePresence
   - Discussion boards

4. Student ↔ Interface
   Examples:
   - Computer hardware
   - Internet browsers
   - Software applications
   - Modules on the LMS
   - Discussion Boards

Guidelines for Regular Effective Contact
The following are examples of how to implement regular effective contact:

<table>
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<tr>
<th>Initiated Interactions</th>
<th>• Include means for all types of interaction in the course design.</th>
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<tr>
<td></td>
<td>• Utilize appropriate media for accessibility.</td>
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### Course Design

#### Design Fundamentals

Best practices for online course design are similar to those in the face-to-face classroom. Building upon the Principles of Online Learning, the goal for any course developer is to create opportunities that not only provide students with access to course materials but also foster interactions with both the content and other students in ways that stimulate higher-order thinking processes.

- Learning is an **active process** and takes place when students are engaged with the materials in a meaningful way.
- Students have **learning style preference(s)** – visual, auditory, kinesthetic – that impact how they process information. Online materials and activities should reflect a balance of different modalities to accommodate these styles.
- Students bring their own experiences and background knowledge to the course. Course activities should provide ways to activate students’ thinking about a topic and use that information to scaffold (build) upon their knowledge.
- Students learn best when integrating course materials in a way that has real-world applications.
Bloom’s Taxonomy

Bloom’s Taxonomy is a classification of learning which is useful in understanding the different processes — cognitive, affective and psycho-motor — that students employ to learn. Even though all skill sets are important for online course development, the cognitive domain provides a useful rubric for the fundamentals of course design.

The diagram represents a revised model of Blooms Taxonomy where the base of the pyramid begins with the lower-order skill, remembering. Higher-order skills are seen as parallel cognitive processes.

In many traditional classrooms, for example, students are often called upon to simply memorize facts and data and recite them in some form such as objective true-false, multiple-choice, fill-in tests. Such ‘lower-order’ skills can have a place in the classroom but, if used in conjunction with ‘higher-order’ skills, will provide greater opportunities for learning than if used in isolation. An example of this would be if a true-false ‘test’ is given at the beginning of a unit for students to assess their knowledge of a new topic and their results then used as a prompt for a goal-setting/reflection of what they would like to learn.

Using Bloom’s Taxonomy

Although course design involves a complex combination of pedagogical materials and activities, Bloom’s Taxonomy provides a straightforward way to frame language for classroom activities. It is important to keep in mind that even though the concepts are linear in the taxonomy, there is often overlap between skills. An activity or project that might be in the creating domain, for example, can also include skills such as analyzing, applying and remembering.

The following chart describes each skill in greater detail giving sample language that can be used to scaffold and construct activities for the classroom, as well as examples of student-centered activities that can be used in distance education.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
<th>Sample Language Prompts</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Students recollect information they have received.</td>
<td>List, define, describe, identify, match, label</td>
<td>• Create outlines/bulleted lists/charts&lt;br&gt;• Bookmarking&lt;br&gt;• Brainstorming (using mind-maps or other graphic organizers)</td>
</tr>
</tbody>
</table>
| Understanding | Students explain information and concepts. | Explain, paraphrase, summarize, interpret, give an example of | • Engaging in discussion, blog, VoiceThread or wiki summaries of content  
• Creating paraphrases or abstracts based on content  
• Creating and posting quiz questions for other students |
| Applying | Students **utilize** new information. | Apply, construct, predict, solve, use | • Generating survey questions  
• Generating survey questions  
• Asking interview or survey questions  
• Creating projects (e.g. marketing project, presentations)  
• Creating a blog post/wiki entry  
• Doing problem sets |
| Analyzing | Students **break-down, examine and infer** meaning from new information. | Distinguish, compare/contrast, examine, deconstruct, identify, infer | • Creating Venn Diagrams  
• Analyzing charts, graphs, case studies  
• Researching sources for term papers  
• Commenting on discussion, VoiceThread or blog posts |
| Evaluating | Students **assess** their opinions of and reactions to content. | Compare, evaluate, interpret, defend, support, explain, justify | • Writing persuasive essays  
• Creating critiques/critical reviews  
• Debating/discussing via forums or chat  
• Commenting on discussions, VoiceThread or blog posts  
• Completing self or peer reviews |
Creating

Students construct something new using fundamental principles from course materials.

Combine, create, construct, devise, design, compose, explain, compile

• Creating how-to manuals, podcasts, webinars, collaborative wikis, multimedia presentations
• Doing simulations
• Designing a new approach to a problem

To learn more about best practices in course design, the @One Project offers a course, Introduction to Online Teaching and Learning.

Course Assessment

Assessment Fundamentals

Integrating various methods of assessment into the course design is essential to help students meet learning outcomes.

Assessments should:
• Be aligned with student learning outcomes.
• Connect assessment of SLOs to use results in program improvement.
• Be integrated into the course design.
• Include both formative and summative elements.
• Evaluate higher-order as well as lower-order skills.

Formative & Summative Assessment

Assessments are used at the end of a learning unit to measure the knowledge students have gained.

Traditionally, assessment mechanisms have taken the form of high-stakes objective-based tests and quizzes (multiple-choice, true-false, fill-in, short answer). Truly understanding how much a student is learning in the distance education environment, however, means incorporating assessments aimed at evaluating not just students’ knowledge, but also how well they are able to apply that knowledge to real-world tasks that require higher-order cognitive skills.

When creating assessments for a course, it is helpful to think of the two major types of assessments, formative and summative.

Formative Assessment

<table>
<thead>
<tr>
<th>New Content/Concepts</th>
<th>Assessment that is carried out in order to form a picture of the learning process. Formative assessments are ongoing and can be used by both the student and instructor to gather information about how well the course is meeting the needs of the students. With formative assessments student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Post</td>
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</table>
Feedback from other students and instructor participation plays an active role, as feedback is used to develop and set goals to further student learning outcomes.

Deeper understanding of content Discussion posts and journals are examples of this type of assessment.

### Summative Assessment

<table>
<thead>
<tr>
<th>Content</th>
<th>Assessment</th>
<th>Grade</th>
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<tr>
<td></td>
<td><strong>Assessment that is used to measure what students have learned/mastered</strong></td>
<td>Summative assessments involve assigning a grade and are generally the most common form of assessment in the traditional classroom environment. End of the unit tests and term papers are examples of this type of assessment.</td>
</tr>
</tbody>
</table>

### Integrating Assessment Types

<table>
<thead>
<tr>
<th>Outline</th>
<th>Drafts</th>
<th>Peer Review</th>
<th>Final Paper (Graded)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It might seem that formative and summative assessments are mutually exclusive. However, when assessment is a cohesive part of the course design, there is often a balance of both assessment types. When formative assessments are used in conjunction with summative assessments, they will provide a more complete portrait of student learning. This is also known as continuous assessment.

For example, instructor feedback on term paper outlines and drafts and peer reviews can be used by a student for a final draft that receives a letter grade. In this process-oriented approach to assessment, both the instructor and student adjust their teaching and learning during the first part of the project, resulting in a final product that receives a grade.

### Assessment and Course Design

When incorporating assessments into course design, assessment shifts from the evaluation of knowledge through an isolated testing event to a measure of the performance (known as performance-based assessment) of how much students are learning. Assessment is no longer linked to a single grade on a midterm or final, but rather is seen as integral to course design, and determines what instructors need to do to adjust their teaching in order to meet student learning outcomes.
Incorporating Assessment

Many of the sample tasks listed in the table describing Bloom’s Taxonomy can be used as formative assessments for projects that are formally evaluated. The diagram below illustrates the difference between the use of assessments focusing on lower-order skills such as remembering and understanding and the use of multi-method, performance-based assessments focusing on higher-order skills such as analyzing and evaluating for an assessment at the end of a textbook chapter.

<table>
<thead>
<tr>
<th>Simple Assessment</th>
<th>Multi-Method Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quiz</td>
<td>Chapter assessment (blog, journal or project)</td>
</tr>
<tr>
<td>Skill: Remembering</td>
<td>Skills: Understanding Evaluating Applying</td>
</tr>
<tr>
<td>Pre-reading self-assessment</td>
<td>Discussion Post response Skills: Understanding Evaluating Applying</td>
</tr>
<tr>
<td>Skill: Evaluating</td>
<td>Discussion Post response Skills: Understanding Evaluating Applying</td>
</tr>
</tbody>
</table>

Because assessment in the traditional classroom is often limited to one quiz or test that demonstrates recall (and/or perhaps recognition) of information, instructors have less information available to them to assess student learning. When using multi-method assessments, however, instructors have more documentation and are therefore able to gain deeper insight about a student’s actual comprehension of the content.

The same holds true for midterm and final projects where, instead of having a single high-stakes exam, assessment can be based on a longer term project. Each step of the assessment task is integrated into the course and completed incrementally over a period of time. In this way students have the benefit of instructor feedback early on in a project and can then adjust their work as needed.

This means that students are not only evaluated on how well they do on the final project, but also on their ability to incorporate instructor (and perhaps peer) feedback into their end product. Performance then becomes a process linked to learning outcomes.

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 revise their work and ultimately more control, or autonomy, over their own learning.
Benefits of Rubrics

Rubrics:
• more closely align assessments with student learning outcomes.
• clearly communicate course 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.

Types of Rubrics

There are two main types of rubrics used in higher education – analytic and holistic. While each type of rubric has advantages and disadvantages, in distance education, analytic rubrics are used most often because of the amount of detailed feedback they provide students.

<table>
<thead>
<tr>
<th>Analytic Rubrics</th>
<th>Holistic Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Criteria for success are listed separately.</td>
<td>• Criteria for success are all listed together.</td>
</tr>
<tr>
<td>• Provide more detailed feedback about performance.</td>
<td>• Provide general information about performance</td>
</tr>
<tr>
<td>• Focus on criteria for success.</td>
<td>• Focus on a scale of performance.</td>
</tr>
<tr>
<td>• Take more time to create (at first).</td>
<td>• Take less time to create.</td>
</tr>
<tr>
<td>• Are used to evaluate authentic assessments.</td>
<td>• Are often used to evaluate general proficiency.</td>
</tr>
</tbody>
</table>

This shows an example of an analytic and holistic rubric from DePaul University.

Creating Rubrics

Step 1: List assigned objectives
Step 2: Develop quality work criteria for each objective
Step 3: Determine performance benchmarks and point values
Step 4: Write benchmark descriptors for quality work criteria.

Numerous resources exist for creating and modifying rubrics for distance education courses. Many websites, such as RubiStar, have rubrics which can be modified to meet individual course needs. For more detailed information about how to create rubrics, check out the CREATING RUBRICS PDF.

Course Materials

In the face-to-face classroom it is common to use publisher-created textbooks and course content. This type of content still exists in distance education in the form of ePacks (also known as Course Cartridges). There are, however, many different options for adopting, adapting and creating multimedia course content for the online environment that provide affordable alternatives to traditional textbooks. In addition to the various instructional technology tools that can be used to create original course content, there are also many openly licensed eTextbooks, eBooks and CourseWare.
e-Packs

e-Packs (sometimes also referred to as Course Cartridges) are prebuilt courses created by publishers for use in distance education courses. e-Packs are different from companion websites for textbooks or eBooks (or eTextbooks). Companion websites provide supplemental materials to a textbook; eBooks are texts that have been converted to 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 that instructors can choose the order and content they wish to the textbook). 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 some issues with e-Packs that may outweigh the benefits. Before adopting an e-Pack for a course, it is necessary to make certain that the e-Pack addresses the following criteria for best practices in online education and compliance.

<table>
<thead>
<tr>
<th>Legal</th>
<th>Financial</th>
</tr>
</thead>
</table>
| Title 5 regulations ([Section 59402](#)) specify that students in distance education courses must be able to use electronic materials in the same way as they would face-to-face textbook materials. This means that students should be able to download, save or print materials not only during the course but after it as well. Any e-Pack that does not allow students to save materials is in violation of Title 5 regulations. | In addition to tuition and what students have to pay for textbooks, publisher e-Packs charge additional fees for course access codes.  
• e-Pack codes cost anywhere from $15-$100 per course.  
• How and where to purchase e-Pack codes are not always clear (online, bookstore, bundled with the textbook). When publishers require students to buy codes online it may be a violation of student privacy rights, because it requires students to log in and use a credit card on a third party website.  
• Students who buy used texts may still have to pay full price for an e-Pack code.  
• Often the cost of the code is not refundable, creating an additional financial burden for students who drop the class. |
| Accessibility | Because e-Packs are created by a range of publishers, there is no guarantee that the materials will be accessible to students with disabilities. Generally eBooks that come with a course are compliant, but the added content (flashcards, etc.) may not be. For some students, assistive technology and support may be available, but it may require students to log on to third party websites, which can violate student privacy laws. Each individual e-Pack must be evaluated for accessibility **prior to adoption.** |
| Copyright | e-Packs are publisher-created and copyrighted material. Instructors can tailor the content to meet their needs. Any page that has publisher information on it must have the appropriate copyright information. Instructors can insert notes and comments onto copyrighted pages. For most e-Pack publishers, content generated by instructors remains the intellectual property of the instructor. However, it is best to check with the individual publisher to ensure that this is their policy. |
| Privacy | All e-Packs must follow federal guidelines for student privacy, otherwise known as FERPA compliance. Publisher e-Packs are not always FERPA compliant.  
- e-Packs are sometimes hosted on third-party websites, meaning that students have to leave the LMS order to access information or contribute to the course.  
- If there is a chance that student educational record data – grade, comments, roster information – is stored on a website outside the LMS, this could violate FERPA guidelines. Students cannot be required to use a site that requires them to reveal any information other than directory data. In addition, if students are required to use a third-party publisher site, they will need to be issued aliases if that website is not FERPA compliant. |
| Pedagogical | There are numerous concerns with e-Packs and best practices in online instruction.  
- E-Packs are created by the publisher, and as such, may not meet the quality standards of the Course of Record. |
Even though e-Packs are customizable, there is not as much flexibility about how the content is presented than there is in instructor-developed courses.

Differences between the e-Pack material (tone, type of content, organization) and what the instructor creates may be confusing for students.

Presentation of material and assessments in e-Packs often do not encourage collaborative, student-centered or critical thinking activities.

It is not always clear to students how to access and use content, particularly if they have to register at third party websites. Students may be so overwhelmed by dealing with different content delivery systems that the course quality suffers.

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

- There is limited on-campus tech support for e-Packs. Most technical issues need to either be dealt with by the instructor or go through the publisher. This shifts the focus of the instructor from content delivery to tech support.
- Instructors need to make certain they have the right version of the content. With each new textbook edition, faculty need to double-check that they have an updated version of the e-Pack.
- It can take up to 2 weeks to acquire and load e-Pack content onto the LMS.
- Moving content to new courses can sometimes present problems depending on what course section the e-pack content is linked to.

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

**Instructional Technology**

The Canvas LMS has many tools — like DISCUSSIONS, MODULES, COLLABORATIONS — that can be used to design and deliver online/hybrid courses. There are also additional tools available for developing content, creating community and enriching students’ learning experiences.
Instructional technology is always developing, and (particularly with the Millennial Generation), it is important when teaching online to recognize the positive effect incorporating a range of tools can have on student learning outcomes, motivation and retention (Hai-Jew).

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

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

For more information about instructional technology resources for online learning, please contact the Instructional Technologist.

Course Scheduling & Delivery

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 footnote in WebAdvisor’s Comments to describe online or hybrid courses.

Standardized Footnotes
- Demonstrate CR’s compliance with Federal, state and WASC guidelines for online instruction.
- Establish a comprehensive college-wide protocol for logging in to all distance education course sections.
- Make it easier for students to understand what is required of them to login and complete their initial Course Check-In.

Title IV Considerations & Footnotes
Recent Federal and WASC guidelines to prevent financial aid fraud mean that initial student logins to distance education courses no longer count as student participation. Several online programs in the community college system have recently been targeted by financial aid fraud schemes in which a ‘student’ registers for an online course, logs in, and then drops the course after financial aid funds have been dispersed.

A letter sent in October 2011 by the Department of Education calls upon post-secondary distance education programs to put more stringent measures into place to make certain that students are not just enrolled in courses, but also actively participate:

...institutions [need] to take steps necessary to ensure that students are academically engaged prior to disbursing Title IV student aid funds. If students do not begin attendance, Title IV funds must be returned (34 CFR 668.21(a))(Runcie & Ocha).
Because of these new legal requirements, schedule information for fully online courses at CR need to be explicit about:

<table>
<thead>
<tr>
<th>The Course Check-In</th>
<th>If students do not complete a documented assignment within 72 hours of the first day the course begins or within 48 hours after having been added and granted access to the course, they may be dropped from the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Communication</td>
<td>Communication with instructors must originate from within the LMS (Discussion and Private Messages). Instructors can no longer require students to contact them via their personal email. This is so that CR can provide documentable evidence of regular effective contact and student participation in learning</td>
</tr>
</tbody>
</table>

Schedule information for hybrid courses at CR need to be explicit about:

<table>
<thead>
<tr>
<th>On-campus Course Meetings</th>
<th>Hybrid footnotes must include the meeting time and place of an on campus class and that students may be dropped if they do not attend the first class session. Footnotes must also include information about additional on-campus meetings and cannot include TBA if there are any on-ground meetings during the semester.</th>
</tr>
</thead>
</table>

**Standard Online Comments on Web Advisor (Under revision)**
This is an online class using Canvas, available at https://redwoods.instructure.com. Consistent broadband access to the Internet, as well as basic skills in learning and studying in an online environment, are required. We strongly encourage you to review your online readiness and to read the instructor's class orientation letter; these and other relevant materials are available at http://www.redwoods.edu/departments/distance/. This course totals 54 hours of instruction.

**Standard Hybrid Footnote**
This is a hybrid class requiring BOTH in person meetings on the Eureka campus AND extensive individual and collaborative online work using Canvas, reliable internet access, strong computer skills, and self-motivation to meet bi-weekly deadlines. Please contact instructor at ... for additional information.

**Instructor's Class Orientation Letter (Under Revision)**
All distance education sections are listed on the Distance Education website by semester. Every section instructor should provide a Class Orientation Letter to the Distance Education Faculty Coordinator, for posting at the DE Website, prior to registration and sent with an email to every student after registration and prior to the first day of class.
Welcome to [course #]

Course Name: [course name here]
Section #: [section # here]
Instructor: [instructor name here]

Course delivery: This course is delivered and taught 100% online; there are no classroom meetings. [example only, may edit for your class]

Course Description: [copy from course syllabus]

Student Readiness: Are you ready for online classes? Take the Penn State Student Self-Assessment for Online Learning Readiness, found at https://pennstate.qualtrics.com/SE/?SID=SV_7QCNUPsyH9f012B

Student Commitment: Your commitment will require at least as much time as you dedicate to a traditional class. A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read online lectures and textbook chapters, participate in online activities and watch online videos, participate in online discussions, and complete weekly quizzes. Conscientiousness, attention to details, and skills in reading and writing are critical for success. [example only, may edit for your class]

Computer Skills: Online courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to rich text format (.rtf) or portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course. [example only, may edit for your class]

Computer Requirements: Most computers and internet providers are adequate. You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least 3-4 times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines. [example only, may edit for your class]

Proctored Exams: Inform students whether or not there will be proctored exams. For example “There are no proctored exams for this class” or “There are two proctored exams which must be taken at one of the CR campus sites or by arrangement with the instructor.” [examples only, may edit for your class]

Textbook: Required textbook(s) including ISBN and costs (if possible).

Other Materials: List other required materials for the class, if applicable.

Course Availability: The course will be available on CR’s Canvas system beginning ___________. [We strongly suggest that you provide your syllabus and schedule to students at least 7 calendar days before class begins. If you do so by way of publishing your Canvas shell, then remember that you must ONLY provide information prior to “day one” but NOT allow students to submit any assignments before “day one”, due to contractual reasons.] On or after that date, you must login to Canvas at https://redwoods.instructure.com to enter our “classroom.”

Login instructions for Canvas:
1. Open your web browser and go to https://redwoods.instructure.com
2. Your Username is the same as your Webadvisor User ID (e.g., flast123, first initial + lastname + last 3 digits of your student ID number.) Your initial password is your 6-digit birthdate (mmddyy).

3. Once logged in, on top left-hand side of the screen you should see a drop down menu of your Courses.

Confirm your presence in the online classroom: Log in to the website and post to the “Student Introductions” Discussions forums no later than 11:59pm on _____ to confirm your presence in the online classroom. Doing so will confirm your enrollment in the course and avoid being dropped as a “no show.” You can and will be dropped from the class if you do not log in and post to the “Student Introductions” Discussions forums inside the online classroom by ____. No exceptions will be made. A student from the waiting list will then be added in your place.

If the class is closed and you would like to add: If you are on the official waiting list, the CR web registration system automatically adds students from the waiting list to the course. [If you do NOT want the following two sentences in your letter, or want to change this, then edit or delete them!] All wait-listed students will be added to the class roster the first day of class. After the first day of class I will not add additional students. [example only, may edit for your class]

Additional Information from the Instructor:
For more information contact: Your name and email address.

The online syllabus
The online syllabus differs from its face-to-face counterpart. It still follows the main structure of the traditional syllabus, but, because it is the main source of information about the course, it needs to include a greater amount of detail.

• Gives students information about the course assignments and texts.
• Provides a map for the course on the Learning Management System.
• Sets up guidelines for class participation and grading criteria.
• Explains the course schedule in detail.

Syllabus in Detail
The online syllabus should include three main elements: the contract, map, and schedule.

The Course Contract is the core of the online syllabus, providing students with information about academic policies and expectations. In short, everything they need to know so that they can access the course content, understand course policies, and complete assignments.

The Course Map helps students understand site navigation. Canvas provides a Modules tool to guide students through the course content. You should organize the course content to provide a clear path to lead students through the class, while explaining how to use the Course Tools. For example: “You can respond to the Discussion Board by clicking the DISCUSSIONS link on the Modules link.”

The Course Schedule in an online syllabus is similar to a face-to-face syllabus. It includes a description of weekly lessons, readings, activities, discussions, projects and assessments. Because there is so much additional information in an online syllabus it is also particularly helpful to call special attention to Important Dates in the semester. It is also useful to give students a general weekly timeline for when lessons are released and activities, discussions and assessments are due.
<table>
<thead>
<tr>
<th>Course Contract</th>
<th>Course Map</th>
<th>Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course information</td>
<td>Where to find:</td>
<td>Important course dates</td>
</tr>
<tr>
<td>Course description</td>
<td>Lectures</td>
<td>Weekly schedule</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Assignments</td>
<td>Reading/lecture dates</td>
</tr>
<tr>
<td>Course requirements</td>
<td>Formal &amp; informal discussions</td>
<td>Quiz dates</td>
</tr>
<tr>
<td>Course communication</td>
<td>Additional resources</td>
<td>Discussion/chat dates</td>
</tr>
<tr>
<td>Course participation policy</td>
<td>Where &amp; how to post:</td>
<td>Other assignment dates</td>
</tr>
<tr>
<td>Course assignments</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Grading criteria</td>
<td>Formal &amp; informal discussions</td>
<td></td>
</tr>
<tr>
<td>Other course policies</td>
<td>Additional resources</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>honesty/student conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add/Drop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility statement &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Education website</td>
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<td></td>
</tr>
</tbody>
</table>

**Accessibility, Privacy & Copyright**

**Accessibility (504 & 508 Compliance)**

Sections 504 & 508 of the [Federal Electronic and Information Technology Accessibility and Compliance Act](https://www.ed.gov/about/offices/list/odep/about.html) 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**

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means instructors should think about using the principle of [Universal Design](https://www.universaldesign.org/), which is, creating course materials that accommodate the needs, learning styles and strategies of as many students as possible regardless of their ability.

Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students may 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.

Creating courses keeping Universal Design principles in mind will also benefit students with a range of learning styles and preferences as well.
This video, [DO-IT Video: Real Connections: Making Distance Learning ...](#) from the DO-IT Center at the University of Washington, gives an overview of some of the issues disabled students face and general guidelines for making courses accessible.

Creating Accessible Online Courses, a 4-week course required for all new online and hybrid instructors and recommended for existing online and hybrid instructors is available through the [@One Project](#). For more information about how to make courses accessible, contact the Instructional Technologist (707-xxx,xxxx).

### Differences between 504 & 508 Compliance

**Section 504** specifies that institutions receiving federal funding have to accommodate individuals with special needs so that they can have equal access to learning facilities and materials. 504 compliance begins with the individual approaching the institution (at CR, this is through DSP&S) 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 courses have to be developed with the objective of meeting the needs of everyone.

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

<table>
<thead>
<tr>
<th>Section 504</th>
<th>Section 508</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guara...</td>
<td>Guarantees access for all</td>
</tr>
<tr>
<td>Is handled by specific departments</td>
<td>Is the responsibility of everyone on campus</td>
</tr>
<tr>
<td>Finds workable solutions as the need arises</td>
<td>Creates workable solutions that are built-in to the system</td>
</tr>
<tr>
<td>Is used when 508 compliant materials still no not meet an individual’s needs</td>
<td>Is the starting point for accessibility</td>
</tr>
</tbody>
</table>

Table based on Fiori and Glapa-Grossklag

### Federal and State Guidelines

**Federal Guidelines for Accessibility:**
- All applications should have accessibility features activated.
- Assistive technology (captioning, TDDs) should be able to track interface elements.
- All programs used should have keyboard-activated functionality.
- Users should be able to modify display elements and style sheets as needed.
- Images should:
  - Have text tags.
  - Have a description of the image that

**State Requirements that apply to distance education:**
- 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 and resources should incorporate accessibility guidelines internally, that is, within their framework, thereby reducing the need for outside assistance for students with disabilities.
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.

**Captioning Guidelines**
The following are guidelines for when to caption video and audio materials:

<table>
<thead>
<tr>
<th>Caption</th>
<th>Don’t Caption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material that will be archived or used in additional courses that has both video and audio.</td>
<td>Video and audio material that is used for one term in a class with restricted access (such as a password-protected class).</td>
</tr>
<tr>
<td>Any compilation of video clips that is archived.</td>
<td>Links to YouTube videos (permission may be needed to caption since these materials are not public domain).</td>
</tr>
<tr>
<td>Archived video material that is used in the classroom.</td>
<td>Short video clips from longer works (captioning only needed when clips are compiled).</td>
</tr>
<tr>
<td>Video created by the campus and placed on a public website.</td>
<td>Video material that already has foreign language subtitles.</td>
</tr>
</tbody>
</table>

**Use Transcript**
- Any material that is audio only and is archived.

Table from: High Tech Center Training Unit

**Captioning Assistance**
There is a grant program that provides additional resources to CR faculty for captioning video materials.
the Distance Education Captioning and Transcription (DECT) Grant.

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

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:

• 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 distance 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.

FERPA @ College of the Redwoods Community College District

Educational Records at CR can only be released with student consent or for legitimate educational interests. Directory Information is available unless students decide to keep them confidential. CR defines Educational Records as the following:

• Admission Records (e.g. Student ID, Social Security Number)
• Career/Job Placement Records
• Scholarship Information
• Financial Aid Information
• Academic/Division Records (e.g. Grades, Course Schedules, Rosters)
• Disciplinary Records

CR defines Directory Information as the following:

• Name
• Place and of birth
• Major
• Participation in activities and athletics (including age, height, weight)
• Dates of Enrollment
• Degrees and awards received
• Most recent school attended
# FERPA & Distance Education

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at CR</th>
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</thead>
<tbody>
<tr>
<td>§ 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 wide-ranging 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 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. For faculty/course evaluations, evaluators are given access privileges that do not include viewing student grades within the LMS.</td>
<td>When FERPA privacy guidelines were created in 1974, they stated that any electronic information becomes student record. Since this was before the widespread use of computers and the internet, this has wide-ranging implications for any form of learning which utilizes electronic delivery methods. Electronic information, therefore, refers not only to 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.</td>
</tr>
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</table>

## 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 e-Packs, please refer to the section in this manual about Privacy Concerns for ePacks.

In cases where e-Packs are being considered for course content, faculty should contact the Instructional Technologist to make certain that the course meets FERPA requirements.

## 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

- Internet research, information retrieval
- Surveys, tests, quizzes, problem sets that do not require login information
- Publisher websites that do not require login information

Only FERPA compliant if just directory information required

- Internet research, information retrieval that requires login information
- Voluntary surveys, tests, quizzes, problem sets that require login information
- Publisher websites that do not store grades but require login information

Most likely not FERPA compliant

- Social media sites
- Blog or wiki creation outside the LMS
- Mandatory 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.

Table based on: Auburn University

FERPA & Canvas

Only instructors of record and enrolled students should have access to individual courses in Canvas. Because Canvas is offered through CR, 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 AP Computer Use pending update. Since copyright laws for the workplace and teaching environments can be quite complex, please refer to the following tutorial for more information on copyright concerns.

Accreditation

WASC/ACCJC Definition of Distance Education

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 and which supports regular and substantive interaction between the students and 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, 2010).

WASC/ACCJC Accreditation Policies & Concerns

The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of
Schools and Colleges (WASC) oversees accreditation at CR. Since distance education courses alter many aspects of traditional course delivery and design, it is necessary to be aware of and understand the aspects of WASC accreditation policies and requirements as they pertain to teaching at CR.

WASC Policy

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means at College of the Redwoods</th>
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<tbody>
<tr>
<td>ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites (ACCJC, 2010).</td>
<td>Regardless of mode of delivery, all courses and programs should provide the same level of instruction. This means that face-to-face instruction and distance education courses need to have the same course quality standards and learning outcomes. Individual institutions can create their own methods of assessing the effectiveness of distance education courses, but those courses should still meet WASC accreditation requirements.</td>
</tr>
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</table>

WASC/ACCJC Policy Elements

The following is a summary of WASC policy as it relates to distance education:

- All aspects of course design, delivery, and assessment for distance education courses should support the institution’s overall mission. Oversight for this process is the institution’s responsibility.
- Learning outcomes for distance education courses and programs should be clearly defined.
- Support and services should be provided to meet learning outcomes.
- Student outcomes should be measured through assessment and evaluation with provisions for ongoing assessment.
- Institutions should have procedures to verify student authentication and participation status. These procedures should also protect the privacy of each student.

Additional WASC/ACCJC Accreditation Concerns

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

- Distance 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.
- Distance 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 distance 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.

California Definition of Distance Education Courses

“Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”
• Same course-quality standards
• Regular effective contact
• Separate curricular review
• Federal definition similar

ACCJC Definition of Distance Education Courses

“. . .a formal interaction which uses one or more technologies to deliver instruction to student who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.

Technologies include internet, interactive TV, TV, audio conferencing, video conferencing, DVDs, CD-ROMs, etc.

ACCJC Definition of Correspondence Courses

College of the Redwoods does not offer correspondence courses.

College of the Redwoods Course Policies

CR 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.

The following sections provide a summary of CR policies as well as suggestions about how to implement them in individual online and hybrid courses.

Attendance & Participation

All distance education courses currently follow the College of the Redwoods policies and procedures for Attendance, Class Drops and Auditing courses.

CR’s Attendance Policy

<table>
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<tr>
<th>Policy Guidelines</th>
<th>What this means for Distance Education</th>
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<tbody>
<tr>
<td>• Students are expected to attend every session of each class in which they are enrolled.</td>
<td>• Students in distance education courses are required to ‘attend’ class and participate just as if they were in a face-to-face course. This</td>
</tr>
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absent from a class when the cumulative absences exceed the total number of hours the class meets during a week. Each instructor establishes his/her own attendance standards; the instructor must make the attendance standards known at the first class.

• A student who stops attending but does not drop a class may receive a faculty withdraw up through week 10 or a failing grade in that class.

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 non-participation.

• 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 and 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.

#### Ensuring and determining 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 2 comments to classmate’s posts for every weekly module.
  - 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. (Chronicle of Higher Education)

#### 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:
  - Specific final deadline for assignments.
  - Specific point value deduction for late assignments (letter grade/percentage/points).
  - Where students will post late work.
- Be clear if late work will be accepted due to extenuating or ‘legitimate circumstances’.

### Drop Policy

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<tr>
<th>Policy Guidelines</th>
<th>What this means for distance education</th>
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<tr>
<td>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 crucial that online instructors accurately report LDA for their students.</td>
<td>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.</td>
</tr>
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</table>

### CR’s Drop Policy

All distance education courses currently follow the College of the Redwoods AP 5075 Add and Drop Policy.
## Policy Guidelines

- Each instructor may drop all students who fail to attend the first meeting of a class if they have not made prior arrangements with that instructor, and may drop students who arrive late at the first meeting of a class or who fail to attend the second meeting if they have not made prior arrangements with that instructor.
- Each instructor is required to drop all students who become nonparticipants by the census date. In a regular 16-week class the census date is usually Monday of the third week of class. (For all other courses, contact the Office of Admissions & Records.)
- After the census date and before the final drop deadline for the class, each instructor has the option of dropping students who, in his or her judgment, become inactive in class. Instructors may continue to drop students from a semester length class until the end of the tenth week of the semester (62.5% of the class for all other classes and in the summer).
- Prior to the final drop deadline, a student may drop a class by submitting the approved form in Office of Admissions & Records or through Web Advisor.

## What this means for distance education

- 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 **online course syllabus**.

### Individual Course Drop Policy

#### Establishing 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...
Dropping Students in Canvas

As with face-to-face classes, all student drops go through Admissions & Records. After a student is dropped through the DataTel system, changes will appear in Canvas. Updates occur daily.

Add Policy

All distance education courses currently follow the CR Administrative Procedure AP 5075 Course Credit Adds and Drops.

CR’s Add Policy

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means for distance education</th>
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</table>
| • Students may add classes through the registration period.  
  • Students may use the online registration process to add classes as detailed on the college’s web site.  
  • After the registration period concludes, classes may only be added by obtaining permission from the class instructor.  
  • Classes may not be added after the census date. | • Students will have to go through the same procedure to add distance education courses as they would for face-to-face instruction. The unpaid waitlist policy simply means that students do not have to pay for their units until they are officially enrolled in the course.  
 • Inform students in the order that they appear on the waitlist by email that they can add the course if there is still space available. Make certain that the email states a day, date, and time (include time zone) they must add the course by. |

Added Students in Canvas

As with face-to-face classes, all student adds go through Admissions and Records. All students are put on an unpaid waitlist for class sections at the class capacity.

| Before the first day of class | The Web Advisor system automatically allows students to enroll for open sections. Students on |
the unpaid waitlist are added in chronological order so as to be fair and equitable to all students. The instructor has the option to automatically add all waitlist students prior to the first day of class by contacting the DE Faculty Coordinator.

**On the first day of class**

Instructors may grant permission to wait list students to add the class by informing the student to add the section using Web Advisor and by informing Enrollment Services using Web Advisor that the student has permission to add.

Once the student adds through the Web Advisor system, changes will appear in Canvas. Updates occur about every 24 hours. It is important to remind students that they will not be able to login to Canvas until they are loaded into the system and that this process may take up to a full day.

**Grading Policy**

All distance education courses follow the College of the Redwood Grading Regulations and Procedures AP 4221.

**CR’s Grading Policy**

<table>
<thead>
<tr>
<th>Policy Guidelines</th>
<th>What this means for distance education</th>
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</table>
| It is the policy of the Redwoods Community College District that appropriate evaluation of each student’s academic performance is an integral part of the student’s learning experience. The grade recorded for a student in any course is determined by the faculty member; and in the absence of error, fraud, bad faith, or incompetence, is considered final. Courses shall be graded using the grading system established by Title 5 regulations. | As with face-to-face courses, grades in distance education courses are an indicator of student achievement and learning. Because the nature of instructor-student contact is different in the distance education environment, course grades and progress reports become an ever greater part of the learning process. Evaluative feedback from the instructor allows students to be aware of their progress in the course and directs them toward fulfilling learning outcomes. In addition, state and regional accreditation guidelines for regular effective contact require that instructors in distance education courses apply the same course quality standards to their online and hybrid courses as they do to their face-to-face classes. “...portions of courses delivered through electronic means (need to) adhere to the same principles of academic quality and integrity (Distance Learning Manual...
Academic Honesty and Authentication

Academic honesty and student authentication (verification of a student’s identity) in distance education often go hand in hand. Because of the lack of face-to-face classroom time, it can be difficult for instructors to know if the student enrolled in the class is the actual person who is logging in and turning in the work.

The following sections provide information about CR’s policies and procedures on academic honesty and some suggestions for ensuring academic integrity and authentication in the online environment.

All distance education courses currently follow the Redwoods Community College District Student Code of Conduct and Disciplinary Procedures (AP 5500).

<table>
<thead>
<tr>
<th>AP 5500 Guidelines</th>
<th>What this means for distance education</th>
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<tr>
<td>Students are expected to demonstrate qualities of morality, integrity, honesty, civility, honor, and respect. Students are required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship in any community. Disciplinary action may be initiated by the College and sanctions imposed against any student or student organization found responsible of committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:</td>
<td>The guidelines for academic honesty in face-to-face courses also apply to students in distance education. Plagiarism, disruptive behavior (such as improper discussion posts or poor etiquette) and taking an exam for someone else are all violations of student conduct guidelines.</td>
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<tr>
<td>Cheating which includes, but is not limited to: The use of any unauthorized assistance in taking quizzes, tests, or examinations. Having another individual take an exam. Submitting the same paper in two different courses without specific permission of the current faculty member(s). Falsifying a laboratory experiment or report of an experiment. Dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments. The surreptitious or unauthorized acquisition of testing materials or other academic material belonging to a member of the College community. Students need not employ the</td>
<td>There is little evidence to suggest that distance education students are more likely to cheat. In fact, the few studies that have research this issue found that online students were less likely to engage in academic dishonesty than those in face-to-face classes. In part this may be because of the nature of the distance education environment where, because of regular effective contact guidelines, instructors often have more interactions with individual students.</td>
</tr>
<tr>
<td></td>
<td>Students who are able to learn at their own speed and who are provided with many different forms of alternative assessments may also be less likely to ‘panic cheat’, that is, impulsively cheat during an exam (Stuber-McEwen, Wiseley &amp; Hoggat).</td>
</tr>
<tr>
<td></td>
<td>Perhaps the biggest challenge in the distance education environment is student authentication. Using the Canvas secure login system and</td>
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</table>

11).”
This means that students should receive the same type, amount, and frequency of feedback from assignments and tests as they would were they taking a course on campus.
materials; they need only to possess them in order to violate this code. Electronic devices, which include, but are not limited to: abuse of cellular devices with photographic capability for the purposes of photographing test questions or other notes and materials. Furnishing false information to any CR official, faculty member, or office. Forgery, alteration, or misuse of any CR document, record, or instrument of identification. Knowingly helping another to commit an act of academic dishonesty

- **Plagiarism which includes, but is not limited to:** Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement. The unacknowledged use of another writer’s ideas without proper citation. Borrowing all or part of another individual’s work or using someone else’s outline to write your own work. Copying another individual’s computer printout and/or computer files and using it as one’s own. Using an agency or Internet website engaged in the selling of term papers or other academic materials.

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**Individual Course Academic Honesty Policy**

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

<table>
<thead>
<tr>
<th>Creating guidelines for academic honesty</th>
<th>Preventing plagiarism</th>
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<tbody>
<tr>
<td>• Clearly explain what constitutes cheating, plagiarism and proper netiquette.</td>
<td>• Raise students’ awareness by designing rules for academic honesty and classroom behavior as part of an initial class activity.</td>
</tr>
<tr>
<td>• Establish classroom guidelines in your online syllabus for the types of behavior that are appropriate and inappropriate.</td>
<td>• Provide external resources on how to avoid plagiarism (for example, <a href="https://www.OWL.purdue.edu">Purdue OWL’s page</a>).</td>
</tr>
<tr>
<td>• Provide students with standards for group work and how those differ from unauthorized collaboration on class projects.</td>
<td>• Let students know what the consequences will be for academic dishonest behavior.</td>
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</table>
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 multi-method assessments in the course design that measure critical thinking skills and knowledge integration instead of relying solely on objective tests.

Academic Honesty and Canvas

In addition to incorporating best practices for academic honesty into distance education courses, there are features and additional software services that help prevent plagiarism in Canvas. Please check back to this section periodically, as software and features are added and updated frequently.

<table>
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<tr>
<th>Turnitin</th>
<th>Turnitin is a web-based service which can be used directly with Canvas that identifies plagiarism in student work. The software then completes an Originality Checking process that compares student work against internet and database sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondus – lock down browser</td>
<td>Respondus is a software program that can be used directly with Canvas that limits browser access to the online exam site for use with proctored exams of online tests.</td>
</tr>
</tbody>
</table>

Academic Honesty and Exam Proctoring

To promote academic honesty and student authentication, distance education instructors may have any or all exams proctored. According to Administrative Procedure 4105 Distance Education:

Instructions of online classes are encouraged to have important exams proctored. For enrolled students, proctoring is available at any College location. Students distant from a College location may use a proctor not affiliated with the College who meets any of the following criteria: librarian, testing coordinator, administrator, or teacher at an elementary or secondary school, community college, or university. In addition, military chaplains, testing administrators, education services officers, or prison officials are acceptable. These or other alternatives must be approved by the instructor and supervising administrator. It is the student’s responsibility to make arrangements with the proctor using the College “Student/Proctor Agreement Form” and to pay all costs for proctoring.
Proctoring Processes (*Pending*)
References

**General Information**

**Principles of Online Learning**

**Faculty Preparation**

**Technological & Pedagogical Readiness**


**Course Design**

**Design Fundamentals**

**Bloom's Taxonomy**

**Using Bloom’s Taxonomy**


**Course Assessment**

**Assessment Fundamentals**

Formative & Summative Assessment


Authentic Assessment & Course Design

Evaluating Assessment


Course Materials

e-Packs


Instructional Technology

Open Educational Resources


Course Quality & Regular Effective Contact
Course Quality: Title 5 Language & Explanation


Regular Effective Contact in Detail


Accessibility, Student Privacy & Copyright
Accessibility


**Student Privacy**


**Accreditation**


**Attendance, Add, Drop, & Grades**


**Academic Honesty**


Course Delivery
Welcome Letter and Online Syllabus


Welcome Letter & Online Syllabus Templates

Online Education Initiative (OEI)
Information on the OEI can be found at http://ccconlineed.org/

Quality Matters Course Design Rubric

APPENDICES:

<table>
<thead>
<tr>
<th>Appendix Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossary of DE Terms</td>
<td>50</td>
</tr>
<tr>
<td>Online Faculty Certification Standards</td>
<td></td>
</tr>
<tr>
<td>Online Faculty Evaluation (Schedule F2-DE Supplemental Form)</td>
<td>xx</td>
</tr>
<tr>
<td>AP 4105 Distance Education</td>
<td>xx</td>
</tr>
<tr>
<td>CR Regular Effective Contact Policy</td>
<td>xx</td>
</tr>
<tr>
<td>DE Course Proposal Form (curriculum committee)</td>
<td>xx</td>
</tr>
<tr>
<td>DE Substantive Change</td>
<td>xx</td>
</tr>
<tr>
<td>Exam Proctoring Flowchart</td>
<td>xx</td>
</tr>
<tr>
<td>Proctoring Information (Form A)</td>
<td>xx</td>
</tr>
<tr>
<td>Student-Proctor Agreement (Form B)</td>
<td>xx</td>
</tr>
<tr>
<td>Request for Proctoring of Exam (Form C)</td>
<td>xx</td>
</tr>
<tr>
<td>Class Orientation Letter Template</td>
<td>xx</td>
</tr>
<tr>
<td>Syllabus Checklist</td>
<td>xx</td>
</tr>
<tr>
<td>Regular Effective Contact Checklist</td>
<td>xx</td>
</tr>
<tr>
<td>Accessibility Checklist</td>
<td>xx</td>
</tr>
</tbody>
</table>