DE Faculty Center

Glendale Community College Distance Education Handbook

2018-2019
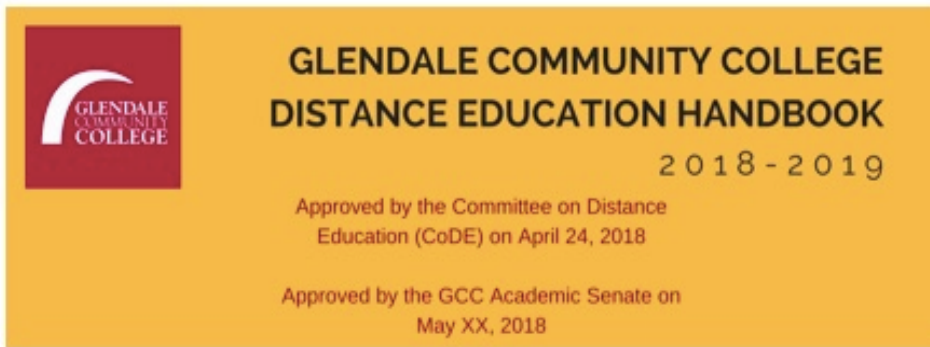
**GLENDALE COMMUNITY COLLEGE
DISTANCE EDUCATION HANDBOOK**
2018-2019

Approved by the Committee on Distance
Education (CoDE) on April 24, 2018

Approved by the GCC Academic Senate on
May XX, 2018

GET STARTED

Table of Contents

Table of Contents

Introduction and Purpose of Distance Education at GCC

Distance Education Program Mission Statement

The Glendale Community College Distance Education Program Mission is to serve a diverse population of students by providing the opportunities and support to achieve their educational and career goals. The Distance Education Program is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area and beyond. Faculty and staff engage students in rigorous and innovative online learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community. As part of its mission, Glendale Community College and the Distance Education Program are committed to student success by promoting:

- transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction;
- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge;
- collaboration among disciplines and openness to the diversity of the human experience;
- student services, learning support, and technology that enable students to reach their educational goals in an efficient and timely manner;
- universally accessible, academically sound pedagogical strategies, and technologically advanced instruction at a distance, while responding to community needs and promoting faculty innovation;
- student retention by ensuring uniformity in terms of Learning Management System (LMS) and online instructor responsibility and accountability;
- clear expectations, guidelines and policies for instructors teaching distance education courses in order to adhere to the requirements of Title 5 Regulations, Federal ADA/Section 508 Laws, the American Federation of Teachers (AFT) Contract (Article 40), and the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) which oversees accreditation at Glendale Community College.

Distance Education Vision and Core Values Statement

The Glendale Community College Distance Education Program seeks to lead in educational excellence, innovation, training, delivery and support of online and hybrid instructional modalities. Glendale Community College looks to participate in the Online Education Initiative (OEI) in order to provide our students, and those throughout California, with high quality online courses.

The Distance Education Program at Glendale Community College is guided by the following Core Values:

- **Leadership** in technology, instructional innovation, and cultivation of lifelong learning and professional development;
- **Dedication** to best practices in distance education and support services for student success;
- **Commitment** to communication and collaboration among key stakeholders;
- **Transparency** in the decision-making process, while maintaining integrity and professionalism.

Welcome to the Distance Education (DE) department at Glendale Community College (GCC)! GCC offers access to higher education and learning opportunities via distance education. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. DE courses are ideal for independent, self-directed, and motivated students who have access to broadband internet on an ongoing basis.

The goals of this handbook are to:

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

This handbook serves as an introduction to the distance education world, detailing the requirements and best practices of a distance education course.

Distance Education Course Definitions

Online Courses: An Online course is offered 100% online. Students cannot be required to meet face-to-face for office hours, orientations, homework, exams, distribution of resource materials, or any other course component. An online course shall utilize features of the Learning Management System (LMS), Canvas, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, Asynchronous and/or Synchronous learning, etc. All course instructions, materials, assignments, and discussions are posted and completed online. Online courses require for both the student and instructor the same amount of coursework and hours outside of the classroom as traditional courses. Online courses are noted as such in the schedule of classes.

Hybrid Courses: A Hybrid course is offered 1%-99% online with online content and/or activities. Teaching is a combination of face-to-face meetings and online activities. A Hybrid course can utilize features of the Learning Management System (LMS), Canvas, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, Asynchronous and/or Synchronous learning, etc. The course can be offered during regularly scheduled class times or with online components that replace some of the regularly scheduled class meetings. The instructor will give face-to-face orientation and in-class exams as stated in his or her syllabus. Hybrid courses are noted as such in the schedule of classes.

Distance Education Laws at a Glance!

Distance Education: California Community College Curriculum - Title 5
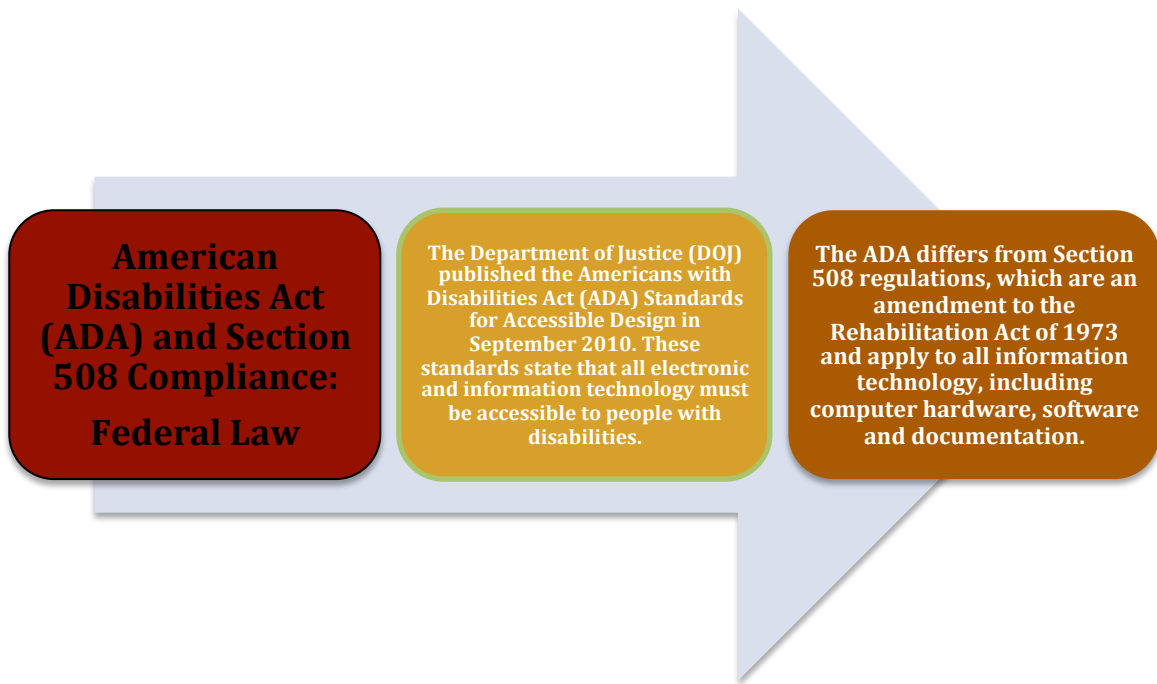
§ 55202. Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses...

§ 55204. Instructor Contact

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing board shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students...

Distance Education:
California Community College Curriculum - Title 5

§ 55206. Separate Course Approval

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

§ 55200. Definition and Application

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article...

The Accreditation Commission for Community and Junior Colleges (ACCJC)

The Accreditation Commission for Community and Junior Colleges (ACCJC) determines the accredited status of an institution and sets DE requirements

All classes follow the Course Outline of Record (COR). The means of instruction varies between online and face-to-face, but the Methods of Instruction, Outside Class Assignments and Methods of Evaluation are the same;

All instructors assess SLOs and discuss the results with colleagues to identify improvements to courses;

Federal ADA/508 Law requires that we serve all students. An instructor can help make students aware of the many services available to them online;

Online/hybrid instructors are to maintain regular and effective contact in online/hybrid courses;

Distance education instructors are expected to follow good teaching practices, including those identified by our accrediting commission.

American Disabilities Act (ADA) and Section 508 Compliance:

Federal Law

The Department of Justice (DOJ) published the Americans with Disabilities Act (ADA) Standards for Accessible Design in September 2010. These standards state that all electronic and information technology must be accessible to people with disabilities.

The ADA differs from Section 508 regulations, which are an amendment to the Rehabilitation Act of 1973 and apply to all information technology, including computer hardware, software and documentation.

NOTE: for more information, refer to Distance Education Accreditation and the Law

Distance Education Student and Faculty Website

The goal of the Distance Education (DE) Website (http://glendale.edu/online) is to be a one-stop-shop for all DE Student and Faculty questions, needs, and ideas. The homepage is student-centric so that the big buttons are designed to answer students' pressing questions. At the bottom of the homepage is a faculty button, which leads to a DE Faculty Website:

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center

The DE Faculty Center page is broken down into three major categories:

- *Getting certified*, with a sign-up form to attend GCC's in-house certification course, taught by an @ONE (Online Network of Educators) instructor.
- *GADER* (Glendale Annual Distance Education Recertification) which has information about GADER opportunities, as well as what type of coursework or workshops count as GADER.
- *Blog/Vlog/FAQ/Tips* providing helpful resources, how-to's, and other types of sharing about DE from GCC DE faculty for GCC DE faculty.

The page also includes additional DE Categories:

- Meet the DE Team
- All Things Canvas
- Policies & Procedures
- DE Course Requirements
- Accessibility Resources
- DE Instructional Resources
- Faculty Tech Support

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center

The Online Education Initiative (OEI) and GCC

The Online Education Initiative (OEI) is a collaborative effort sponsored by the Chancellor's Office among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.

"Launched in Spring 2017 at five pilot colleges, the Course Exchange component of the Online Education Initiative provides a seamless pathway for students to register for online courses across participating colleges without requiring students to complete separate matriculation processes. Through the Course Exchange, students who cannot get the courses they need at their home college are able to enroll in equivalent online courses from another college (teaching college) that has available seats. Students enroll via a streamlined registration process at their home college" - http://ccconlineed.org/oei-course-exchange/

GCC is proud to announce the acceptance into the OEI Consortium:

- *http://ccconlineed.org/welcome-2018-cohort/*

Please check for future updates on GCC's OEI College Pilot Status

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/online-education-initiative-pilot-status

In preparation for acceptance into the OEI, the Committee on Distance Education (CoDE) and the Academic Senate has approved the use of the OEI Rubric as our DE course-measuring tool for OEI Courses, and an abridged version (consisting of highlighted areas that pertain to Title 5/ADA/508 Laws) of the OEI Rubric as our measuring tool for all DE course baseline Compliance Checks.

The OEI Course Design Rubric (see Appendix D): https://drive.google.com/file/d/0B1xkCojmD9vWNFdtcUsyYU1WSkU/view) contains the online course design standards developed and adopted by the OEI. The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations.

In the development of these standards, the OEI team had access to significant work already undertaken in this area by @ONE, the CCC Distance Education Coordinator's group, the Academic Senate for California Community Colleges (ASCCC), and the CCC Chancellor's Office (CCCCO) along with a variety of other local college and nationally established standards.

Faculty Certification for Teaching Distance Education Courses

DE CERTIFICATION AT GCC

To be eligible to teach fully online and/or hybrid courses at GCC, instructors must be both DE Certified and DE Instruction Eligible.

DE Certification means that the instructor is not only competent in using the institution's chosen learning management system (LMS), but also understands online pedagogy and effective course design.

NOTE: Instructors who have previously qualified for DE Certification at GCC will keep their DE Certification.

GCC is proud to offer free, in-house, DE Certification to Faculty in partnership with the @ONE Teach-the-Teacher Training Program.

GCC's Certification course is the "Introduction to Online Teaching and Learning" (IOTL). The @ONE course titled "Introduction to Teaching with Canvas" is not an acceptable alternative to IOTL, which provides a solid foundation in effective practices for online instruction, student engagement, assignment design, and student evaluation.

Course Description:

Great teaching can happen anywhere, but teaching online requires different skills, strategies, and tools than in a traditional face-to-face classroom. In this 4-week course, you will gain proficiency in the unique qualities and perspectives of masterful online teaching, including powerful ways to support the success of online students, how to lay a foundation for a productive learning community, and infusing your course with your distinctive presence. We'll walk you through the pertinent federal, state, and local regulations impacting online teaching, and set you on a path to designing success for you and your students!

REGISTER HERE!

The 4-week, fully online, "Introduction to Online Teaching and Learning" (IOTL) course will run several times a year. Once registered, you will receive a Welcome Letter to your GCC email account from the course @ONE DE Faculty Trainer 2-5 days before the course begins letting you know how to log into your Canvas IOTL course.

Before you register for this fantastic Introduction to Online Teaching and Learning (IOTL) course, you might want to consider that this is not an "Introduction on how to use Canvas". We will not be getting into the nitty-gritty of creating assignments, modifying quizzes, editing profiles, setting-up discussions, etc. in this course. The IOTL course is an overview of effective principles of teaching and learning online (theory focused).

So, I highly recommend the FREE Self-Paced "Introduction to Teaching with Canvas" course through @ONE. For fast answers or to broaden your Canvas knowledge, this is a great course that should be completed before (or during) the IOTL course if your Canvas knowledge is limited. You will have a much better experience in the IOTL course if you complete this free self-paced Canvas course through @ONE first! @ONE offers a FREE Self-Paced "Introduction to Teaching with Canvas" which can be completed to broaden Canvas knowledge.

If you have any questions, please email the @ONE DE Faculty Trainer at de@glendale.edu

Alternative Ways of Becoming Distance Education Certified at GCC

According to CoDE and approved by the Academic Senate, instructors may become DE Certified in two ways: Through coursework, or by performance.

DE Certification by Coursework

1. The @ONE "Introduction to Online Teaching and Learning". This in-house course is offered to GCC faculty free of cost and consists of both pedagogy and effective course design practices.

2. Online Learning Consortium (OLC) Teaching Certificate Program.

3. Quality Matters Online Teaching Certificate Program.

4. Certification training from other programs, such at @ONE, with **prior** approval of the DE Coordinator and CoDE Equivalency Committee.

5. Training from another institution of higher education's DE Certification process within the last 3 years. The DE Coordinator and CoDE Equivalency Committee will evaluate the training to be equivalent to the above 1-4. The instructor should provide the requested information from the DE Coordinator in regards to the training's rigor and contents for the CoDE Equivalency Committee's review.

   - If the DE training from another institution of higher learning is on the approved DE Certification Equivalency List* determined by the CoDE Equivalency Committee, the instructor will be asked to complete and pass a self-paced GCC DE Policy/Procedure Canvas unit to earn DE Certification at GCC. Our GCC @ONE DE Faculty Trainer will grade this unit.

   - If the DE training from another institution of higher learning is *not* on the approved DE Certification Equivalency List* determined by the CoDE Equivalency Committee, the CoDE Equivalency Committee will meet to discuss if an equivalency is possible and if supplemental training, beyond the self-paced GCC DE Policy/Procedure Canvas unit, is necessary to earn DE Certification at GCC.

   - The instructor should provide the requested information from the DE Coordinator in regards to the training's rigor and contents for the CoDE Equivalency Committee's review.

DE Certification by Performance

1. Any OEI-approved online instructor whose course has been offered through the OEI. The instructor must meet with the DE Coordinator to show that their course has been offered.

2. Any Quality Matters Peer Reviewer in good standing (e.g. can engage in QM Course Reviews). The instructor must meet with the DE Coordinator Instructor and prove their current qualification.

3. Any instructor whose course has been officially reviewed by Quality Matters and received approval

4. Any instructor whose online course has been reviewed under California State University's Quality Online Learning and Teaching (QOLT) Course Review Program and received an award under the QOLT Awards and Recognition Program.

5. Any instructor whose online course is evaluated by the DE Coordinator and CoDE Equivalency Committee to be equivalent to the above 1-4. The OEI Course Design Rubric will be used as the instrument of evaluation. The instructor must provide access to the course for the DE Coordinator and CoDE Equivalency Committee's review.

   • If the instructor's course under review is from another instruction of higher learning, the instructor will be asked to complete and pass a self-paced GCC DE Policy/Procedure Canvas unit to earn DE Certification at GCC. Our GCC @ONE DE Faculty Trainer will grade this unit.

DE Recertification Training Requirements:

Eligibility is maintained through the annual completion of six hours of DE Recertification Training for full-timers and three hours of DE Recertification Training for adjunct faculty. Eligibility lapses if the annual Recertification training requirement is not completed.

Instructors who receive DE Certification by Coursework measure 1-4 will be exempt from the DE Recertification requirement for the first year. Instructors who successfully undergo an online course review as described under DE Certification by Performance measures 1-4 will likewise be exempt for the year in which that review occurs.

NOTE: Annual DE Recertification hours do count towards your annual Flex hours.

Emergency DE Certification

Online/hybrid classes will be assigned only to instructors who are DE Certified and DE Instruction Eligible. The process for obtaining emergency DE Certification is as follows: Completion of GCC's in-house @ONE "Introduction to Online Teaching and Learning" by an @ONE certified teacher using course materials developed in conjunction with @ONE's Teach-the-Teacher program

Faculty Recertification for Teaching Distance Education Courses

GLENDALE ANNUAL DE RECERTIFICATION
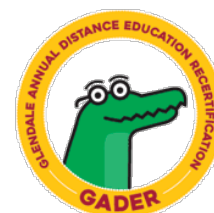
To be eligible to teach fully online/hybrid courses at GCC, instructors must be both DE Certified and DE Instruction Eligible.

GADER, Glendale Annual Distance Education Recertification, is the professional development DE instructors do to stay current in the rapidly changing field of online and hybrid teaching, and to maintain their certification to teach online and hybrid courses at GCC. To help make that distinction, we will use GADER to refer to the annual DE recertification, *not* Flex. Further, it is worth noting, that while instructors can always use GADER hours toward the Flex requirement, they cannot use all Flex hours toward GADER – they must be GADER approved activities.

GADER Requirements

DE Instruction Eligibility is maintained through the completion of six (6) Glendale Annual DE Recertification (GADER) hours for full-timers, and three (3) GADER hours for adjunct faculty.

The hard-deadline to complete recertification hours is May 16th. Beginning in 2019, the GADER deadline will be March 15 to comply with the fall schedule rollover. If recertification has not been completed on time, an instructor will not be eligible or in the pool to be assigned a DE class for the forthcoming instructional period.

GADER activities are advanced DE training, and are primarily geared toward instruction that connects specifically to the OEI Course Design Rubric:

• http://ccconlineed.org/wp-content/uploads/2015/11/OEI_Rubric_Edited-ACC.pdf

Canvas workshops cannot count as GADER because they are not advanced professional development in the pedagogy and practice of online instruction.

GADER work deepens learning in DE pedagogy and practice. GADER connects GCC instructors to DE practitioners at other community colleges around the state. It allows DE instructors an opportunity to examine the OEI rubric and a variety of best practices, such as humanizing online education, online equity, and course design. Our goal is to improve their teaching and our courses through mutual support.

Faculty can also renew their certification by taking @ONE modules or other recognized and approved training courses. Please contact the DE Faculty Development Coordinator at defacdev@glendale.edu to inquire about which courses or modules would satisfy GADER requirements.

Distance Education Welcome Letter and Check-In Assignment

Title 5 Requirement: §55202. Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and 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.

In sum, notwithstanding some modifications in assignment delivery, distance education classes and face-to-face classes are the same in rigor, quality, and content, and therefore, making them equal. Students deserve the same quality education, whether in the distant education format or face-to-face format.

Distance Education Course Requirements (approved by CoDE and the Academic Senate) that must be in a GCC Distance Education (DE) course within the Welcome Letter, Syllabus, Policy Page, or Modules in Canvas.

DE Welcome Letter

> A Distance Education instructor must create and send a Welcome Letter 2-5 days before the semester begins to students via Canvas email and PeopleSoft. The Welcome Letter must inform students to complete the described course Check-In Assignment by the end of week 1 to avoid being dropped from the course.

DE Welcome Letter: Sample Welcome Letter for Review or Appendix B

A Welcome Letter sent by the instructor:

- Is emailed to enrolled students via Canvas email and PeopleSoft 2-5 days before the semester begins. Students are responsible for retrieving and reading the Welcome Letter sent to their Canvas email.
- Assigns a course Check-In Assignment. Faculty will design a course Check-In Assignment and introduce it in the Welcome Letter that is sent 2-5 days before the semester begins. The Check-In Assignment is due within 1 week from when the course begins.
- Helps students unfamiliar with the distance education environment understand course expectations.
- Specifies what (if any) class materials must be purchased by the student.
- Tells a student how and where to login to Canvas.
- Allows students know where to go for Canvas technical help and support.
- Establishes rapport and promotes regular effective contact with the students early on.

Check-In Assignment

The course Check-In Assignment is a MANDATORY requirement for all distance education classes. Students have 1 Week to complete the course Check-In Assignment as deemed Mandatory by SUNDAY at 11:59pm of Week 1. If a student does not complete the course Check-In Assignment within 1 week from when the course begins, the instructor may drop him/her from the class.

Recommendations for Check-In Assignments:

- **SYLLABUS QUIZ:** A graded quiz on the contents of the online course syllabus (policies, projects, etc.)

- **SELF-ASSESSMENT:** General questions/survey about the course content so that the student can get an idea of what the course will be about and instructors can get an idea of how much their students may already know about the course topics.

- **ICEBREAKERS:** Community-building activities that help students feel more comfortable and connected in the classroom. These could be as simple as a self-introduction, an answer to an open-ended question posted in the discussion forum, etc.

- **NEEDS-ANALYSIS:** A questionnaire about students' background, basic knowledge of course content and learning preferences. This can easily be created as an ungraded quiz in Canvas or as a series of questions that students send to you through the Canvas Inbox.

- **GOAL-SETTING:** Students can create and post a plan for their learning during the course of the semester.

Distance Education Course Drop Policies

*Attendance Drop Policy***:** Assign the course Check-In Assignment via the Welcome Letter 2-5 days prior to Week 1. The first class day/first day of the semester is aligned with the automatic schedule in Canvas. Students have 1 Week to complete the course Check-In Assignment as deemed Mandatory by SUNDAY at 11:59pm of Week 1.

NOTE: Late add students to your class should be dropped by Census if non-participatory.

Once enrolled in a course, a student is not considered dropped or withdrawn unless:

- He/she has dropped the course Online via MyGCC or
- He/she has dropped the course with an Add/Drop form in person at the Admissions & Records Office.

A grade of "W" will not be placed on the permanent academic record of a student who drops or is dropped from a course or from college:

- During the first two weeks of a semester-length course;
- During the first week of a course which is at least five weeks in length and less than a semester in length; or
- During the first 20% of a course which is less than five weeks in length.

Participation Drop Policy:

According to the Distance Education Attendance and Participation Policy: 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 may be dropped from the class for non-participation.

Students are expected to participate in the online environment regularly. Students in distance education courses are required to "attend" class and participate just as if they were in a face-to-face course. This means that instructors' set-up guidelines for how much each lecture, reading of assignments, discussion or project qualifies as a meeting during the course of a week/learning unit/course module. It is the responsibility of each student to know the attendance and absence policy of each class in which he or she is enrolled. It is the responsibility of each instructor to inform his or her class of the attendance and absence policies at the beginning of each semester. *Therefore, it is important that online and hybrid instructors be very clear in their Syllabus, Welcome Letter and Policy Page about what constitutes participation, attendance and late work. Instructors should clearly state how many assignments, discussions, projects, etc. a student can miss before being dropped - this number must equate to two weeks of missed class, like in a traditional face-to-face environment.*

PRE-WEEK 1 (<MONDAY)

Instructor must produce and send a Welcome Letter WITH the Check-In Assignment details to students via GCC Email and Canvas Inbox - Also, post in Canvas for late adds.

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WEEK 1

MONDAY
Students log into Canvas and begin participating in the Check-In Assignment that was detailed in the Welcome Letter.

SUNDAY
Deadline to complete Check-In Assignment (11:59pm).

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WEEK 2

MONDAY
Instructor takes final digital roll-call and DROPS non-participatory students by 11:59pm to make room for late adds. NOTE: Non-participatory late add students should be dropped by Census.

NOTE: Late add students to your class should be dropped by Census if non-participatory.

Synchronous Online Office Hours in Distance Education Courses

GCC Collective Bargaining Agreement (July 1, 2015 - June 30, 2018)

Section 3. Office Hours A.

"For online office hours, instructors shall communicate with their students synchronously. It is recommended that the faculty member send a notification to their students at the beginning and end of each office hour period held online...Instructors should offer office hours in blocks no shorter than thirty (30) minutes each."

Full-time instructor: online synchronous office hours will be proportionate to online teaching loads. For example, if an instructor is teaching three of their five classes in a distance education mode (online/hybrid), three online office hours are acceptable. The remainder of two office hours should be offered face-to-face on-campus.

Adjunct faculty may hold all of their office hours online each week. For online office hours, instructors shall communicate with their students synchronously. It is recommended that the faculty member send a notification to their students at the beginning and end of each office hour period held online.

The course Syllabus / Welcome Letter and/or Policy Page should clearly state when and how this contact will occur each week in the DE environment. Examples include:

- Opportunity for synchronous questions and answers in a chat room, such as the Chat feature in Canvas
- Web conferencing through Canvas Conferences, ConferNow, Skype Chat, CCCConfer, CCCZoom, or other virtual meeting platforms

Distance Education Regular and Effective Contact

§ 55202. Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and 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.

Title 5 - § 55204. Instructor Contact

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and student." In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student.

When designing a DE course, keep the following suggestions in mind to established Regular, Effective and Authentic Contact:

- Instructors need to make certain that there are measures for instructor-initiated effective regular authentic contact incorporated into online and hybrid course design and delivery.

- Regular, effective and authentic 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 the students' performance and participation status. Lack of activity in the course, such as in the LMS or third-party websites, indicates a lack of regular and effective contact.

- Establishing and maintaining regular, effective and authentic contact is an important aspect of delivering an online and hybrid course. It is not only a Title 5 requirement, but is also a practice that encourages and facilitates student-centered instruction and increases student-learning outcomes. *Therefore DE courses cannot be offered in a self-paced format.*

What this means for distance education?

Interaction in the distance education classroom must take place in four ways every instructional week:

1. Instructor-Student 2. Student-Student 3. Student-Content 4. Student-Interface.

The following are examples of ways to implement **weekly** interaction in the distance education classroom:

Instructor-Student Examples:
- Personalized feedback (within 7-10 days)
- Synchronous contact in a chat/instant messenger
- Instructor response to student work in progress
- Synchronous video-conferencing
- Regular, weekly, virtual office hours
- Flipped Classroom Content Instruction
- Face-to-face informal meetings on-campus
- Twitter feeds/social media interaction
- Graded discussion boards within Canvas
- Email contact (24-48 hours, M-F, response)
- Instructor response to student work in progress
- Orientation materials/welcome letter/welcome video
- Weekly announcements in Canvas/written or video
- Instructor created Podcasts/webinars/screencasts
- Telephone/texting/voicemail/USPS mail/Q&A board

Student-Student Examples:
- Messaging via the LMS (Canvas)
- Discussion boards with content/videos/media
- Synchronous contact in a chat room/instant messenger
- Synchronous contact through web-conferencing
- Synchronous or Asynchronous document editing
- Participation in online group collaboration projects
- Participation in online collaboration with wikis/blogs
- Peer review group collaboration grading/evaluating

Student-Content Examples:
- Modules on the LMS (Canvas)
- Lectures (recorded/streaming)
- Podcasts/webinars/screencasts
- Video-conferencing/CCCConfer
- Discussion boards with content/videos/media
- PowerPoint or Prezi presentations
- Online quizzes/exams/tests/midterm/final

Student-Interface Examples (within Canvas):
- Internet browsers
- Software applications
- Website access
- Modules on the LMS (Canvas)
- Discussion boards

Distance Education Regular and Effective Contact Quick Guide

During the Week Before the Term Starts: Prepare Students

- Make sure your [Profile in Canvas](#) is updated with a picture, preferred way to contact you (phone/email/text/social media account), and anything personal you would like your students to know – family/hobbies/fun facts.

- Send a Welcome Letter or Welcome Video 2-5 days before the term starts via PeopleSoft and through Canvas Inbox – Post under Announcements in Canvas for late add students. This will begin regular and effective contact.

    - See also [Distance Education Regular and Effective Contact](#) within the DE Handbook 2018-2019.
    - Example of a [Sample Welcome Letter](#)
    - Example of a [Sample Welcome Video](#)

- Make sure the Welcome Letter/Video includes: response time for answering student emails, attendance/participation policy/drop policy with timeframe for check-in assignment, day/time of synchronous online office hours and through what tool – [Canvas Chat](#) or another conferencing tool.

    - See also [DE Course Requirements](#)

During the First Few Days of the Term: Begin Regular and Effective Contact

- Give students a Course Check-In Assignment that is due the first week of class – Sunday by 11:59pm. This assignment can be simple since the purpose is just to have students check into the course in order to determine any non-participating students.

    - See also Hybrid/Online Check-In Assignment under [DE Course Requirements](#)

- Let students know they will be dropped for non-participation if they don't complete this check-in assignment. Examples include: a discussion in which students introduce themselves (Icebreaker) or a syllabus quiz.

- ·On the second or third day of the term, consider messaging or emailing students inside Canvas who have not logged in or have not participated. This will help establish regular and effective contact with students during the first week of class.

    - See also [Distance Education Regular and Effective Contact](#) within the DE Handbook 2018-2019

- Message all students and let them know when synchronous online office hours will be held weekly and through what tool.

  - See also Synchronous Online Office Hours in Distance Education Courses within the DE Handbook 2018-2019 – this is a mandatory requirement set by the Guild

During the First Week of the Term: Communication

- Initiate contact with students, especially if you see that a student is struggling with coursework or has stopped participating.

- Keep records of any interaction that occurs through GCC email, but it is best to keep the interaction in Canvas (Canvas inbox).

- Answer emails and/or Canvas messages within 24 to 48 hours (especially Monday-Friday). Make sure this timeframe is in your Welcome Letter.

- Consider creating a Q&A Discussion Board where students can ask and answer questions; Make sure you check this board for questions often.

- Send out Monday morning Announcements with highlights or goals for the week, or consider posting weekly welcome videos or written announcements that cover the same content.

  - See also Distance Education Regular and Effective Contact within the DE Handbook 2018-2019

During the Term: Discussion Forums

- Have weekly discussion forums on a course-relevant academic topic that are graded/worth points to cover instructor-student regular and effective contact – or select another option to fulfill this weekly contact.

- It is very important for instructors to be participating in the discussion and responding to students' posts within the discussion (not just when grading). This helps fulfill student-student weekly contact.

- Try to respond to at least half of the student posts per week. Respond to the other half in the following week so students are contacted often.

  - See also Distance Education Regular and Effective Contact within the DE Handbook 2018-2019

During the Term: Assessments and Feedback

- [Assignments](#) must go beyond automatically graded (multiple-choice) quizzes with no feedback from the instructor. You cannot run self-paced courses – regular and effective contact must be met weekly.

- Students should be receiving regular, formative and substantive feedback on their assignments that goes beyond, "Good work" or "Nice Job".

- Feedback should be thorough, academic, and individualized. The same comment should not be copied to multiple users without modifications.

- Feedback should be timely (a recommended 7-10 days after submission).

  - See also [Distance Education Regular and Effective Contact](#) within the DE Handbook 2018-2019

During the Term: Using Publisher Resources

- If you are using a publisher website that only allows for automatically graded assignments, this *must* be supplemented with assignments in Canvas that will allow you to give individualized, thorough feedback.

- The content should be supplemented with instructor-created learning materials (lectures, content pages, etc.).

- Please make sure that you can access the records of activity/interaction that takes place in the publisher website for at least two years since this information might need to be provided to program review or accreditation.
- Whenever possible, course activity and interaction should be kept in Canvas and materials/assignments should be instructor-created.

  - See also [Distance Education Accreditation and the Law](#) within the DE Handbook 2018-2019

During the Term: Staying ADA/508 Compliant

- It is not always easy, but staying [ADA/508 compliant is a federal law](#).

- Knowing some simple tricks will help you stay compliant and help all your students, whether they have a disability or not.

- Caption all your videos for FREE using 3C Media! 3C Media Solutions is an organization that supports the media needs of the California community colleges. One service they offer is video captioning. If you submit a video file, a real person will caption your video for you for free as long as the video will be used for a community college class. To use this service:

  - Create a 3C Media Solutions account and log in at http://www.3cmediasolutions.org/

  - Click "Media" and upload your video

  - Click "Details & Options" for that video

  - Click "DECT Captioning Grant" to request captioning

- Caption a YouTube Video: https://support.google.com/youtube/topic/3014331?hl=en&ref_topic=4355241

- Use the Built-In Accessibility Checker inside Canvas for quick fixes!

- Refer to this fantastic 'Cheat Sheet' for creating accessible materials: Web Accessibility Guidelines document that explains how to create accessible Canvas pages, Word documents, PDFs, and more.

  - http://lasc.edu/students/onlineservices/Web_Accessibility_Guidelines_LASC_pg.pdf

Distance Education Faculty Mentorship Program

The goal of the DE faculty mentorship program at GCC is to develop and maintain a robust DE faculty support system to assist all DE certified instructors in navigating the course design, development, revision, best practices, and course facilitation processes.

DE faculty mentors at GCC will represent their division/department by offering guidance/mentorship/coaching/course peer reviews to DE certified division/department colleagues by promoting the implementation and alignment of the Online Educational Initiative (OEI) Course Design Rubric to their DE courses.

• http://ccconlineed.org/wp-content/uploads/2015/11/OEI_Rubric_Edited-ACC.pdf

Distance Education Faculty Evaluation Process

The Faculty Evaluation Process for part-time and full-time distance education faculty is the same as for face-to-face faculty evaluations. However, a Distance Education Matrix (see Appendix A) is used as a supplement to help identify areas in Canvas that correspond to categories listed in the Classroom Faculty Evaluation Form.

Please note that part-time and full-time faculty who teach both DE and face-to-face classes may elect to have either their DE or face-to-face class evaluated.

Complete the following steps in order to have a DE part-time or full-time faculty member evaluated:

- The Division Chair will inform Human Resources of the selected evaluator.

- Human Resources will provide the evaluator with the *Classroom Faculty Evaluation* and *Distance Education Matrix* in order to complete the evaluation.

- Human Resources or the evaluator will inform the instructor of the impending DE course evaluation and instruct the evaluator to contact the instructor.

- The instructor and evaluator will discuss an agreed upon 1 week evaluation period for which the evaluator will be in the selected DE course as a student.

- Once the instructor agrees to the selected evaluator's timeframe, the evaluator will be enrolled into the course by the instructor (Click on People in Canvas and "+People", add evaluator as *student or observer* via GCC email).

- Once complete, the *Classroom Faculty Evaluation* and *Distance Education Matrix* forms will be returned to Human Resources.

- The evaluator will be taken out of the class by the instructor after 1 week or sooner if the evaluation is completed before the end of the 1 week period.

- Please see Appendix A: Distance Education Matrix for review.

Distance Education Faculty Technical Support

The GCC DE Website has some a variety of technical and instructional support for DE students.

DE Faculty Center

DE CERTIFICATION AT GCC
@one

GLENDALE ANNUAL DISTANCE EDUCATION RECERTIFICATION
GADER

BLOG · VLOG · FAQ · TIPS

DE Course Requirements
Welcome Letter, Check-In Assignment, Attendance/Drop

DE Instructional Resources
Tutorials, Strategies, Course Design Tips, Online Materials

DE Accessibility Resources
508 Guidelines, ADA Standards for Accessible DE Course Design

DE Faculty Tech Support
Faculty Tech and Instructional Support for Canvas

All Things Canvas
All Things Related to Canvas for DE Faculty

DE Policies & Procedures
Alternative DE Certification, New DE Course Proposal Process, CoDE

You can save the DE Faculty Center Website URL on your Desktops for quick access and review:

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center

DE FACULTY 24/7 Helpline Number for Canvas Questions ONLY: 1-833-544-3019

FACULTY Tech Support
1. 24/7 Helpline Number for Canvas Questions ONLY
2. Face-to-Face Canvas Help
3. Getting Started with Canvas
4. Face-to-Face Canvas Faculty Orientations
5. How to Move your Moodle to Canvas
6. Helpful VeriCite Tutorials for Canvas
7. Copying Content from one Semester to Another
8. Canvas Instructor Guides

DE Faculty Quick Links

Canvas Login | Faculty/Staff Email | SharePoint Login | Office 365

Instructors should refer to the DE Faculty Tech Support page for common technical queries, such as: Getting started with Canvas, face-to-face Canvas orientations, how to move your materials from Moodle to Canvas, helpful VeriCite tutorials for Canvas, copying content from one-semester course shell to another, and Canvas Instructor Guides.

All DE faculty must use Canvas for online and hybrid classes, and it is the instructor's responsibility to keep up-to-date in Canvas. Canvas has an impressive library of resources available through Canvas Guides

- https://community.canvaslms.com/community/answers/guides/

For Canvas only questions, please direct students to the 27/7 Canvas Helpline at 1-844-600-4951.

For face-to-face Canvas/Instructional support, please contact:

Connie Lantz, Ed.D.
clantz@glendale.edu
(818) 240-1000 x3458
Office Location: SV107
Hours: M-F 8-4:30pm

Student Rights in Distance Education Courses

Students in online and hybrid courses have a right to:

- Access a course shell on the first day of the term; the shell should be published on the first day of the term.

- Access a course syllabus on the first day of the term; the syllabus should be posted on the first day of the term in the orientation module or under the Syllabus tab in Canvas on the first day of the term.

- Receive a welcome letter via email from the instructor 2-5 days before the first day of the term; the welcome letter should be posted in the orientation module or under the Announcements tab in Canvas on the first day of the term.

- Is given notice via welcome letter of the course DE drop, participation and attendance policy, including information on the mandatory check-in assignment that must be submitted within 1 week of the course starting, and, how many activities a student can miss before being dropped due to lack of participation/attendance.

- Receive a reply to an email in Canvas or GCC email message within 24-48 hours, Monday through Friday from the instructor.

Have contact with the online/hybrid instructor at least once per week in at least one of the following four ways in order to established regular and effective contact:

1. Instructor-Student 2. Student-Student 3. Student-Content 4. Student-Interface.

The following are examples of ways to implement **weekly** interaction in the distance education classroom:

Instructor-Student Examples:
- Personalized feedback (within 7-10 days)
- Synchronous contact in a chat/instant messenger
- Instructor response to student work in progress
- Synchronous video-conferencing
- Regular, weekly, virtual office hours
- Flipped Classroom Content Instruction
- Face-to-face informal meetings on-campus
- Twitter feeds/social media interaction
- Graded discussion boards within Canvas
- Email contact (24-48 hours, M-F, response)
- Instructor response to student work in progress
- Orientation materials/welcome letter/welcome video
- Weekly announcements in Canvas/written or video

Instructor-Student Examples: (Continued)
- Instructor created Podcasts/webinars/screencasts
- Telephone/texting/voicemail/USPS mail/Q&A board
- Peer review group collaboration grading/evaluating

Student-Student Examples:
- Messaging via the LMS (Canvas)
- Discussion boards with content/videos/media
- Synchronous contact in a chat room/instant messenger
- Synchronous contact through web-conferencing
- Synchronous or Asynchronous document editing
- Participation in online group collaboration projects
- Participation in online collaboration with wikis/blogs

Student-Content Examples:
- Modules on the LMS (Canvas)
- Lectures (recorded/streaming)
- Podcasts/webinars/screencasts
- Video-conferencing/CCCConfer
- Discussion boards with content/videos/media
- PowerPoint or Prezi presentations
- Online quizzes/exams/tests/midterm/final

Student-Interface Examples (within Canvas):
- Computer hardware
- Internet browsers
- Website access
- Software applications
- Modules on the LMS (Canvas)
- Discussion boards

Have the option to participate in synchronous (in-real-time) contact with the instructor through online "office hours" through one of the following methods:

- Questions and answers in a chat room, such as the Chat feature in Canvas
- Web-conferencing through Canvas Conferences, ConferNow, ConferZoom, CCCConfer, Skype Chat or other virtual meeting platforms

If a student feels that his or her rights in an online or hybrid course have been violated, he or she can contact the Division Chair that presides over course.

Distance Education Student Technical Support

The GCC DE Website has a variety of technical and instructional support for DE students.
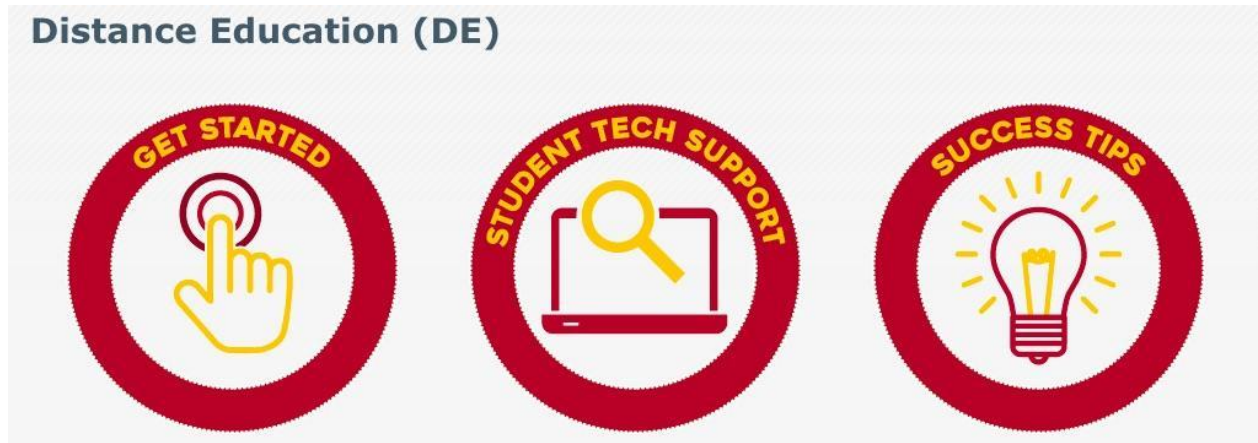
Instructors can send their DE students directly to this <u>DE Website</u> for assistance and can embed this URL into their DE courses: http://glendale.edu/online

Instructors should direct students to the GCC Welcome Center for face-to-face support and common technical queries, such as: Logging into Canvas the first time, resetting a Canvas password, obtaining and Canvas Guides and Files for technical support. For Canvas only questions, please direct students to the 27/7 Canvas Helpline at 1-844-600-4951.

GCC EMAIL - For Email Technical Support Only:
  <u>How to Setup your GCC Student Email</u>
  <u>How to Reset your Student Email Password</u> (pdf)

The Learning Management System – Canvas

Canvas is the chosen Learning Management System (LMS) at GCC.

Instructors and students can access Canvas through the main <u>GCC homepage</u>:
<u>http://glendale.edu</u> - click on <u>Canvas</u> or directly at:

- <u>https://www.glendale.edu/class-schedule/distance-education/canvas</u>.

Although faculty may earn Flex for Canvas training, they may not earn GADER for Canvas training, unless it is explicitly connected to the OEI rubric and is considered "advanced" training.

Distance Education Course Design/Pedagogical Best Practices

GCC follows the best practices established The Online Education Initiative **(OEI)**. Specifically, we encourage full adherence to all sections of the OEI Course Design Rubric with an emphasis on "exemplary" examples and practices.

Additional resources on the GCC DE webpage include:

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/de-instrutional-resources

Accessibility/508 Compliance in Distance Education Courses

We are required by law to make sure that online and hybrid courses are made accessible to students with disabilities. It's also just good practice to think of the diverse group of learners you will serve when designing an online class.

Just as in a face-to-face class, Disabled Students Programs and Services (DSPS) may contact you on behalf of a student, or you may have a student come to you with DSPS accommodations. Canvas makes it easy to do things like give a student extra time on a test, and you can contact the DE Coordinator if you need help ensuring that you are meeting a student's accommodations.

Section 508 Compliance

Section 508, an amendment to the United States Workforce Rehabilitation Act of 1973, is a federal law mandating that all electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities. According to the Access Board's website, www.access-board.gov, "The United States Access Board's Section 508 Standards apply to electronic and information technology procured by the federal government, including computer hardware and software, websites, phone systems, and copiers."

In distance education courses, the course content needs to be accessible to students with varying abilities. Designing accessible online/hybrid courses means, among other things:

- Ensuring that documents and content pages can be read by screen readers, which are used by students with visual impairments. Part of this includes providing alt text for all images used.

- Ensuring that videos are captioned for students who are hard of hearing. Employing Resources for Ensuring Accessible/Section 508 Compliant Online and Hybrid Courses

- Resources from the Online Education Initiative (OEI): The OEI has created a really helpful site that includes documents and videos that explain how to create accessible Canvas pages, documents, and media. The information is housed in a Canvas course, Online Accessibility Resource Documents, that you can access by going to: https://ccconlineed.instructure.com/courses/98

- Web Accessibility Guidelines document that explains how to create accessible Canvas pages, Word documents, PDFs, and more.

  - http://lasc.edu/students/onlineservices/Web_Accessibility_Guidelines_LASC_pg.pdf

- 3C Media Solutions: 3C Media Solutions is an organization that supports the media needs of the California community colleges. One service they offer is video captioning. If you submit a video file (not a YouTube link), a real person will caption your video for you for free as long as the video will be used for a community college class. To use this service:

    - Create a 3C Media Solutions account and log in at http://www.3cmediasolutions.org/

    - Click "Media" and upload your video

    - Click "Details & Options" for that video

    - Click "DECT Captioning Grant" to request captioning

Glendale College seeks to make all programs and services, including electronic and information technology accessible to people with disabilities.

- Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities

- Guidelines for Greater Accessibility

ADA Standards for Accessible Design

- Three Steps to Creating Accessible PDF Documents

- Seven Steps to Creating An Accessible Word Document

- Seven Steps to Creating An Accessible Excel Spreadsheet

- Seven Steps to Creating Accessible Outlook Email

- Amara Caption Creation App Captions Videos Created Inside of Canvas

- General Accessibility Design Guidelines Inside Canvas

- 3C Media - Hosting Site & Free Captioning Service
  3C Media Solutions is funded by a grant from the Chancellor's Office, California Community Colleges. 3C Media Solutions is the delivery system for distance education, training and meeting collaboration, linking the 114 campuses of the California Community Colleges System.

  GCC DE Webpage on Accessibility: DE Accessibility Resources: https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/de-accessibility-resources - which includes simple instructions on how to create accessible Word, Excel, Email, and PDF documents.

Copyright/Fair Use/Open Educational Resources (OER)

Research finds 93% of students who use Open Education Resources do as well or better than those using traditional materials (Hendricks, Reinsberg & Rieger, 2017).

- *GCC OER Website:*
  http://campusguides.glendale.edu/c.php?g=800303&p=5719603

Committee on Distance Education (CoDE)

The mission of the Committee of Distance on Education (CoDE) is to cultivate policies and promote practices that contribute to the quality and growth of distance education at Glendale Community College.

In support of the institution's Mission and Vision, the Glendale Community College's Committee on Distance Education (CoDE) will work with the Distance Education Coordinator, Distance Education Faculty Development Coordinator, Academic Senate, and Division Chairs as instructional program leaders to facilitate and improve online teaching, learning, and technology.

With the understanding that faculty should have the primary responsibility for developing policies and promoting distance education practices, CoDE will support a learner-centered program designed to further student success by making recommendations to the Academic Senate. Each CoDE member will represent his/her division and act as a resource to all faculty members within their division regarding exploration, development, and implementation of strong pedagogical online strategies in the distance education environment.

The Committee on Distance Education (CoDE), which the DE Coordinator chairs, is a Senate committee and operates under Senate authority. In this context specifically, the DE Coordinator also has a reporting responsibility to the Senate and is supervised under the Dean of Library and Learning Support Services.

If you are interested in representing your Division as a CoDE committee member, please contact your Division Chair.

CoDE meets on the 4th Tuesday of each month in the spring/ fall terms in Sierra Vista (SV) - Faculty Innovation Center (1st Floor) - Conference Room, from 12:20-1:30.

CoDE Agenda & Minutes (SharePoint):

- https://sp.glendale.edu/senate/code/Pages/default.aspx

New Distance Education Course Approval: DE Addendum

The Approval of a New DE Course: California Community College Curriculum - Title 5

§ 55206. Separate Course Approval
If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

Any course that provides a learning experience via distance education must be separately approved by the **Committee on Distance Education (CoDE)** and reviewed by the Curriculum & Instruction (C&I) Committee as information.

DE Course Approval Process:

- Contact **Division Chair** to gain approval for a course to run as Distance Education (DE) in the future.

- Confirm Course Outline of Record **(COR)** is **UPDATED** (Must be within 6 years: COR List: https://www.glendale.edu/about-gcc/faculty-and-staff/c-i-curriculum-and-instruction/course-outlines-of-record).

- Fill out **DISTANCE EDUCATION (DE) ADDENDUM**: Distance Education Addendum Form (See "Sample") (See "How To" Video)

    - https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/new-de-course-proposal-process

    NOTE: If a proposing instructor is not yet DE Certified, he or she should complete certification training or complete the equivalency process for certification at this point in the DE course approval process.

- **Email DE Addendum with COR to DE Coordinator: de@glendale.edu.**

- DE Addendum **Approval by CoDE** (CoDE meets on the 4th Tuesday in spring/fall).

    NOTE: It is expected that the intended DE instructor of the course is present at the CoDE meeting to answer any questions regarding the DE Addendum. If the instructor is not present, CoDE might have questions before approval and the DE Addendum will be sent back for clarification - thus postponing approval for a month or more. Alternatively, the intended DE instructor can appoint the Division CoDE Rep to speak on his/her behalf, but this CoDE Rep needs to have a clear understanding of the DE Addendum in order to answer questions.

- **Division Chairs schedule courses with a DE Certified instructor.**

Please let the DE Coordinator at de@glendale.edu know if you have any questions in regards to filling out this DE Addendum.

Distance Education Accreditation and the Law

California Community College Curriculum - Title 5

§ 55200. Definition and Application
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

§ 55202. Course Quality Standards
The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and 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.

§ 55204. Instructor Contact
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors.

§ 55206. Separate Course Approval
If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

§ 55208. Faculty Selection and Workload.
(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 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.

(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty 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).

(c) 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.

§ 55210. Ongoing Responsibility of Districts

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

(a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education ;

(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;

(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors.

Federal Regulation Code 34 (CFR) §602.3

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

The technologies may include-- (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. **(4) Correspondence education is not distance education.**

The Accrediting Commission for Community and Junior Colleges (ACCJC)

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 CDROMs, in conjunction with any of the other technologies (ACCJC, 2017).

ACCJC Accreditation Requirements

The Accreditation Commission for Community and Junior Colleges (ACCJC) determines the accredited status of an institution. Part of the evaluation process includes an evaluation of a college's distance education program and courses. More than a third of the ACCJC's Guide to Evaluating and Improving Institutions (May 2017) accreditation standards include requirements for distance education (Accreditation Reference Handbook, July 2016).

- https://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions_May2017.pdf

- http://accjc.org/wp-content/uploads/Accreditation-Reference-Handbook_Jul2016.pdf

ACCJC Requirements for Online/Hybrid Instructors

Many of the distance education requirements are the responsibility of the institution and are beyond the responsibility of an individual instructor, but there are requirements that are instructor-specific:

- Online/hybrid instructors are to maintain regular and effective contact in online/hybrid courses;

- All instructors assess SLOs and discuss the results with colleagues to identify improvements to courses;

- All classes follow the Course Outline of Record (COR). The means of instruction varies between online and face-to-face, but the Methods of Instruction, Outside Class Assignments and Methods of Evaluation are the same;

- Federal ADA/508 Law requires that we serve all students. An instructor can help make students aware of the many services available to them online;

- Distance education instructors are expected to follow good teaching practices, including those identified by our accrediting commission.

DE Class Size Caps – According to AFT

Article 40 of the American Federation of Teachers (AFT) Contract states, "[Distance Learning] DL class size shall be consistent with Article 12. DL class size shall not exceed 40. Class size limits shall only be raised with the prior approval of the assigned faculty member in consultation with the department/division chair and the appropriate vice president or designee. Beginning at the point a class reaches its enrollment limits, students may only be added with the permission of the course's assigned faculty member."

For any concerns about course enrollment, please contact your division or department chair.

American Disabilities Act (ADA) and Section 508 Compliance

The Department of Justice (DOJ) published the Americans with Disabilities Act (ADA) Standards for Accessible Design in September 2010. These standards state that all electronic and information technology must be accessible to people with disabilities.

The ADA differs from Section 508 regulations, which are an amendment to the Rehabilitation Act of 1973 and apply to all information technology, including computer hardware, software and documentation.

The ADA standards apply to commercial and public entities that have "places of public accommodation" which includes the Internet Interactive Accessibility:

* http://www.interactiveaccessibility.com/services/ada-compliance).

For face-to-face GCC email tech support only, please contact:

Connie Lantz, Ed.D.
clantz@glendale.edu
(818) 240-1000 x3458
Office Location: SV107
Hours: M-F 8-4:30pm

Your Distance Education Team at GCC!

Distance Education Coordinator

Prof. Alexa Schumacher, Ph.D
de@glendale.edu
(818) 240-1000 x5298
Faculty Innovation Center (SV112)

New DE Course Approvals + CoDE + Policy + Procedure + @ONE DE Faculty Trainer

Provides leadership and guidance of the Distance Education (DE) program as it works to meet the needs of students and faculty while meeting federal and state guidelines. Responsible for the planning, coordination, and growth of instruction in an online environment at Glendale Community College. Organizes and chairs the Academic Senate Committee on Distance Education (CoDE).

Distance Education Faculty Development Coordinator

Instructor Julie Gamberg
defacdev@glendale.edu
(818) 240-1000 x5345
Faculty Innovation Center (SV112)

Recertification (GADER) + Course Design + Pedagogy + Community of Practice (CoP)

Designs DE professional development opportunities; supports faculty in the development of effective online teaching practices, and creates and sustains a DE learning community of practice. Maintains the DE Recertified List and oversees DE Glendale Annual Recertification (GADER).

Instructional Technology Support Specialist

Dr. Connie Lantz, Ed.D
clantz@glendale.edu
(818) 240-1000 x3458
Office Location: SV107
Hours: M-F 8-4:30pm
24/7 Canvas Help: 833-544-3019

Faculty Canvas Help + VeriCite + Canvas Workshops + Instructional Technologies

Provides technical support for faculty, staff, and students' use of new and current instructional technologies within distance education. Assists faculty/staff/students in managing the resolution of technical questions/issues.

Frequently Asked Questions and Glossary

The DE Website has a *VLOG/BLOG/FAQ/TIPS* *page:*

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/de-vlog-blog-faq-tips

Appendix A: Distance Education Matrix

Appendix A: Distance Education Matrix for review.

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/distance-education-faculty-evaluation-process-matrix

Appendix B: Sample Distance Education Welcome Letter

GCC DE COURSE NAME - Welcome Letter!

(Insert a Picture Here - Optional)

Contact Information:

Instructor Name:
Contact Phone:
GCC Email: Click on Inbox in Canvas (Left-side of home screen)
Live Office Hours:
Online Office Hours:
For Canvas questions ONLY: 24/7 assistance at 1-844-600-4951.

I will be holding online "office hours" every Wednesday from 6-7 pm.
During this time, you can ask questions and I will go over course materials.
You can join our online meetings by clicking on "Chat" or "CCCConfer" in the
links on the left hand side of our course in Canvas. You will see a new
meeting that you can join every Wednesday starting at 6:00 pm.

Introduction:

I am looking forward to working closely with you this semester and you can
expect me to play an active role in the course. I will email announcements
every week, join you in weekly class forums to help you understand course
concepts and facilitate class discussions, and provide detailed feedback on
major assignments. Please reach out to me if you need help—that's why I'm
here!

If you ever have any questions, please email me through Canvas by clicking
on "Inbox" on the left side of your homepage. Click on "Compose a new
message", select this course and then select "Teachers" under the "To" field
and you will find my name, XXXX. This is email inside Canvas :-) I am not
supposed to receive any personal email...Canvas email only, please! I will
respond to your email within 24 hours, M-F. If you do not hear back from me
within this time, please assume I did not receive your email and resend it.

LMS – Canvas:

You will be using the Canvas Learning Management System (LMS) for your
Online Learning Environment. Please log into your class on the first day of
class to complete the Mandatory Check-In Assignment:
https://www.glendale.edu/class-schedule/distance-education-classes/canvas

Browser Compatibility:

I highly recommend using the most recent version of Mozilla Firefox or
Google Chrome as your browser to make sure everything works correctly in
Canvas.

How to Log into your Class:

1. Your class will be accessible in Canvas starting on the first day of the term. You won't be able to access our course in Canvas before that.
2. Go to https://www.glendale.edu/class-schedule/distance-education/canvas
3. Click on Canvas Login – Notice the help materials that available.
4. Use your GCC Student ID number as Username; use your initials in caps followed by @ followed by your six-digit date of birth (mmddyy) as the password - for example, password for John Smith born January 23, 1990 would be JS@012390. You will be asked to change your password the first time you login.
5. Find your course on your Canvas Dashboard for access.

You must complete the remainder of the steps by Sunday at 11:59pm or you will be dropped from the course.

6. After you click on your class and see your Homepage, click on Modules (left side of screen) and then the first link (START HERE!) and watch the Online Orientation!
7. Read the Syllabus and Announcements (left side of your Homepage).
8. After, begin the Mandatory Check-In Assignment in Unit #1. You must complete and pass the Mandatory Check-In Assignment by Sunday at 11:59pm or you will be dropped from the course.
9.

Textbook Information:

This is a NO COST Textbook course. All materials are taken from Online Educational Resources (OER) and are within Canvas for access.

Help with Online Learning:

If you are new to Canvas or online learning, or overwhelmed or confused, all the help you need is here: https://www.glendale.edu/online

Student Technical Support:

If you have issues logging into Canvas or other tech issues, go to Student Tech Support (https://www.glendale.edu/class-schedule/distance-education/tech-support-for-students)
• **For Canvas tech questions only, call 1-844-600-4951!**

Academic Honesty:

It is expected that all work submitted for grading is original, not copied from others, and that the work being graded is indeed done by the student who is receiving the grade. Cheating and plagiarism are serious violations of the student conduct code. Cheating or plagiarizing will result in a zero on the assignment or test and may result in suspension, failure in the course, and/or other disciplinary action taken by the College. All incidents of cheating or plagiarizing are reported to the Dean of Students:
http://www.glendale.edu/index.aspx?page=2596

Students with Disabilities:

All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities. Please let me know right away if you will need accommodations so we can pre-plan together: http://glendale.edu/index.aspx?page=1989 Please let me know if you have adaptive software and hardware to assist you with taking this course or if you have any specific needs of which I should be aware. You can find more information about Disabled Students Programs and Services (DSPS) at: https://www.glendale.edu/students/student-services/disabled-student-programs-services or call the office at 818-240-1000 x.5905

Attendance and Participation:

- **Hybrid:** A student absence after the equivalent to two weeks of live classes during the term will be dropped from the course by the instructor: http://www.glendale.edu/index.aspx?page=273

- **Online:** According to the Distance Education Attendance and Participation Policy, "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 may be dropped from the class for non-participation" (https://www.glendale.edu/class-schedule/distance-education/getting-started-with-de-at-gcc) Students are expected to participate in the online environment regularly.

Sample Note to Clarify Above: *If a student does not log-in during the first week of an online class and pass the Mandatory Check-In Assignment with a 70%> or does not complete 6 Graded Assignments during a term, he/she will be dropped from the course.*

Please refer to Student Rights in an Online and Hybrid Course if you have further questions regarding the expectations from your course and instructor.

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/student-rights-in-an-online-and-hybrid-course

I hope you have a wonderful semester!

Be prepared to WORK HARD, to have FUN and to come with an open mind. Interactions and group activities will be conducted, so I expect respectful, constructive, mind-expanding, and high-energy attitudes. "SEE" YOU SOON!

Your GCC Instructor, XXX

Appendix C: Distance Education Standardized Ticket Notes

In addition to assigning DE certified faculty to online/hybrid course sections, it is also necessary to use a standardized ticket note to describe online or hybrid courses.

Standardized Ticket Notes

• Demonstrate GCC's compliance with Federal, State and ACCJC 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 Assignment.

Title 5 Considerations and Ticket Notes

A letter sent in October 2011 by the Department of Education calls upon postsecondary 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).

Recent Federal and ACCJC 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.

PLEASE NOTE: It is imperative that instructor's drop all non-participating DE Students by GCC's Census Date. To confirm participation, best practices require that DE Online courses have a Course Check-In Assignment with a firm due date during the first week of instruction.

CoDE Approved Standardized Ticket Notes:

NOTE: HYBRID CLASS— For information on what is required of you when taking an online course visit: http://glendale.edu/online. **Face-to-face classes will convene on x from x to x. Real-time (synchronous) learning is required on x from x to x.** Students must review the instructor generated Welcome Letter via GCC email and complete the Course Check-In Assignment described in the Welcome Letter by Sunday at 11:59pm not to be dropped from the course. Students should possess basic computer skills and have access to the Internet, either from home or from the computer labs on-campus. This course requires reading, writing, engaging in frequent online activities, and weekly assignment deadlines. Instructor: xxx; xxx@glendale.edu

NOTE: ONLINE CLASS— For information on what is required of you when taking an online course visit: http://glendale.edu/online. No face-to-face time is required for this fully online class. **Real-time (synchronous) learning is required on x from x to x.** Students must review the instructor generated Welcome Letter via GCC email and complete the Course Check-In Assignment described in the Welcome Letter by Sunday at 11:59pm to not be dropped from the course. Students should possess basic computer skills and have access to the Internet, either from home or from the computer labs on-campus. This course requires reading, writing, engaging in frequent online activities, and weekly assignment deadlines. Instructor: xxx; xxx@glendale.edu

Appendix D: Distance Education OEI Course Design Rubric

GCC is proud to announce the acceptance into the OEI Consortium:

- http://ccconlineed.org/welcome-2018-cohort/

In preparation for acceptance into the Online Education Initiative (OEI), the Committee on Distance Education (CoDE) and the Academic Senate has approved the use of the OEI Rubric as our DE course-measuring tool for OEI Courses, and an abridged version (consisting of highlighted areas that pertain to Title 5/ADA/508 Laws) of the OEI Rubric as our measuring tool for all DE course baseline Compliance Checks.

The OEI Course Design Rubric

- https://drive.google.com/file/d/0B1xkCojmD9vWNFdtcUsyYU1WSkU/view is licensed under a Creative Commons Attribution (CC-BY) 4.0 International License.

The OEI Rubric is accompanied by an Online Course Design Guide:

- https://ccconlineed.instructure.com/courses/770

An interesting read on OEI Facts: Illuminating Facts and Debunking Myths

- http://ccconlineed.org/debunkingmyths/ - Fun read and enlightening!

Please check for future updates on GCC's OEI College Pilot Status:

https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/online-education-initiative-pilot-status

Thank You to the DE Handbook Task Force!

Thank you to the Distance Education Handbook Task Force, the Committee on Distance Education, and the Academic Senate for their input, time, and energy that went toward creating this DE Handbook.

Please see the Committee on Distance Education (CoDE) website for more information on the DE team at GCC:

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/committee-on-distance-education-code

The DE Handbook is posted at:

- https://www.glendale.edu/class-schedule/distance-education/de-faculty-center/distance-education-handbook-2018-2019