

FULLERTON COLLEGE
DISTANCE EDUCATION
FACULTY HANDBOOK



Prepared by the
Distance Education Advisory Committee
Spring, 2017

Approved by Faculty Senate
May, 2017



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1. Welcome & Introduction

About this Handbook

The **Fullerton College Distance Education Handbook** has been developed based on the recommendations of the Distance Education Advisory Committee.

The goals of this handbook are to:

- Articulate the mission and goals of the Distance Education program, especially as they pertain to the Fullerton College Educational Master Plan.
- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures (Title IV, V, Ed. Code, ADA, etc.) 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.

Contact Information

321 E. Chapman Ave.
Fullerton, CA 92832
Phone: (714) 992-7000
Fax: (714)992-7000



2. General information

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Distance Education Mission Statement

Mission Statement – to be revised fall 2017



Definition of Online Learning

Distance Education is an approach to learning where instruction takes place outside the traditional classroom setting. Instead of teaching face-to-face, instructors use electronic or a blend of face-to-face and electronic delivery methods to develop and furnish content for instruction and interaction with students.

At Fullerton College there are three modes of Distance Education instruction: *

Mode of Instruction	Description
Online	An online Distance Education course is delivered via the Internet using a campus-supported Learning Management System (LMS). On-campus meetings are determined by each Department. 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.
Hybrid	A hybrid Distance Education course replaces some face-to-face class time with online instructional time. Any Distance Education course that provides a percentage of class time online and a percentage on campus is considered 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.
Teleweb	A teleweb Distance Education course combines video viewing (via cable television and/or streaming), online technologies, and some campus attendance. A campus-supported Learning Management System may be used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A teleweb course will be designated as Teleweb in published campus materials.

*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 is 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 components, based on California Community Colleges Online Education Initiative, should guide Distance Education courses:

Component	Description
Component 1 Course Design	Course design addresses elements of instructional design. Course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies that foster student-centered learning.
Component 2 Interaction & Collaboration Establish and Maintain Regular Effective Contact	Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. “Interaction” denotes communication between and among learners and instructors, synchronously or asynchronously. “Collaboration” is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. Students should have a sense of belonging to a group, rather than each student perceiving himself/herself studying independently. Regular effective contact is a California requirement for distance learning which states that instructors must initiate contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation standards.
Component 3 Assessment	Online assessments should measure progress towards learning outcomes, and provide feedback to students and instructor. Instructors should use assessments as an ongoing means of measuring and assessing student learning.
Component 4 Learner Support	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. In addition, instructors should address the support resources available to students taking the course. Such resources may be accessible within or external to the course environment.
Component 5 Accessibility	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.



3. Faculty Preparation

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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 would be recommended to teach online and hybrid courses:

Type of Technology	Necessary Skills
Computer Skills	<ul style="list-style-type: none">• File management• Using multimedia• Audio recording (microphone)
LMS Specific	<ul style="list-style-type: none">• Creating a basic LMS page• Managing content to include assignments, assessments, modules, and discussions• Creating accessible content• Importing and exporting content• Creating and manage multimedia files• Using a publisher plugin
Presentation	<ul style="list-style-type: none">• Create, edit, and save presentations
Software	<ul style="list-style-type: none">• Adding multimedia to presentation• Recording audio narration for presentation• Understanding of word processing software• Creating accessible .pdf files
Email	<ul style="list-style-type: none">• Sending and receiving email• Attaching documents and images• Creating and managing contact groups
Internet	<ul style="list-style-type: none">• Understanding and using different browser types• Utilizing social media applications• Understanding the use of online database



Pedagogical Readiness

The following pedagogical skills are recommended to teach online and hybrid courses:

Pedagogical Area	Necessary Skill
Fundamental Principles	<ul style="list-style-type: none"> • 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 learning • Accommodate a variety of learning styles and strategies in both content delivery and learning activities
Management & Interaction	<ul style="list-style-type: none"> • Follow guidelines for regular effective contact with students in both synchronous and asynchronous modalities • Communicate and maintain learning objectives • Cultivate and develop learning communities through group activities • Create and maintain an atmosphere of trust • Communicate clear 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
Technology Integration	<ul style="list-style-type: none"> • Identify the most appropriate technologies for content and learning outcomes • Determine the modalities that are best used for course communication, discussion and assessment • Present content that is easily navigable and accessible to all learners • Integrate multimedia content that meets the learning styles and needs of all students as well as accessibility requirements • Encourage cooperative learning through group activities that utilize current technology
Assessment	<ul style="list-style-type: none"> • Provide multiple opportunities for ongoing authentic assessment that measure both student understanding of course content and participation • Ensure that assessment tools are linked to learning objectives • Use a variety of asynchronous assessment techniques in which students are able to demonstrate higher-order critical thinking skills • Employ multiple assessment strategies to maintain active student engagement • Make use of data from the assessment tools in the LMS to evaluate the validity and reliability of the various assessment instruments • Incorporate surveys to receive regular constructive student feedback and integrate it into the course structure. • Understand the unique challenges that affect academic integrity and student authentication in the online environment
Accessibility	<ul style="list-style-type: none"> • 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 options for students with special needs



Training Process & Requirements

Fullerton College Online or Hybrid Instructor Training

The **Online Teaching Certificate at Fullerton College** includes a series of workshops where educators learn best practices and new approaches to teaching in an online environment. Twenty workshop hours are required to achieve the Online Teaching Certificate.

Core Workshops -- 2 hours each

- Introduction to Learning Management System
- Communication: Regular and Effective Contact
- Accessibility 101 (2 parts, 4 hours total)
- Online Pedagogy
- Collaboration (student-to-student interaction)
- Online Education Initiative (OEI) Rubric

Additional/Supplemental Workshops -- 1 to 2 hours

- Methods of Organizing Content
- Video-Making for Instruction
- Turnitin.com/GradeMark
- Using Open Resources
- Online Tips and Tools
- Digital Literacy

Potential OTC Training Exemption	Description
Previous online teaching experience	Faculty who have taught online at another institution within the past 5 years , but not at Fullerton College, may meet the faculty training requirements. They will need to arrange a meeting with their department coordinator (or immediate management supervisor) to discuss their experience and be prepared to present a course (or courses) that have been taught online. Courses should include all the required elements in an online course from the Online Education Initiative (OEI) Rubric. The department coordinator will then make a recommendation to the Division Dean. Training on the Learning Management System is highly recommended
Previous online training/certification	Faculty who have not taught online but have taken the equivalent coursework, meaning courses that cover the same material as the required OTC Sessions listed above, within the past 5 years may meet the Fullerton College training requirements. The courses must cover the same content as the Fullerton College Online or Hybrid Instructor Training. Proof of completion, as well as course descriptions are required.

Recognizing that these are the Distance Education Advisory Committee recommendations, ultimately, the Division Deans retain right of assignment.



4. Course Quality & Standards

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Course Quality: Title V Language & Explanation

Title V 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.

The following sections of Title V are most applicable to Distance Education courses at Fullerton College:

Section 55200: Definition & Application

Policy Guidelines	What this means at Fullerton College:
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).	This section provides a general definition of Distance Education. At Fullerton College, the term Distance Education applies to online and hybrid but not to web-enhanced courses. Section 55200 also specifies that all Distance Education content and delivery need to be accessible to all learners .

**Section 55202: Course Quality Standards**

Policy Guidelines	What this means at Fullerton College:
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 provision of subchapter 2 (commencing with section 53200) of chapter 2.	Online and hybrid courses should have the same course quality standards as face-to-face instruction. Instructors should use the OEI Rubric for Online Instruction (PDF) to develop, teach, modify, and reevaluate their courses to ensure that best practices in instructional design and implementation are followed.

Section 55204: Instructor Contact

Policy Guidelines	What this means at Fullerton College:
<p>In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:</p> <ul style="list-style-type: none"> 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 voicemail, email, 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 and hybrid course design and delivery. Regular effective contact means that instructors must keep in contact with students in a consistent and timely basis (at least weekly) to both ensure the quality of instruction and verify their performance and participation status. The frequency of contact will be at least the same as would be established in a face-to-face course. Lack of activity in the course such as in the LMS or third party Web sites by instructors or students indicates a lack of regular effective contact.



Section 55206: Separate Course Approval

Policy Guidelines	What this means at Fullerton College:
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.	All online and hybrid courses need to be approved by the Curriculum & Instruction Committee via a separate approval process.

Section 55208: Faculty Selection & Workload

Policy Guidelines	What this means at Fullerton College:
<p>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.</p> <p>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.</p> <p>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).</p> <p>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</p>	<p>All faculty teaching Distance Education courses should be trained in best practices for online and hybrid instruction. This means that faculty new to Distance Education should complete all the requirements for Online or Hybrid Instructor Training or present verification of the equivalent.</p>

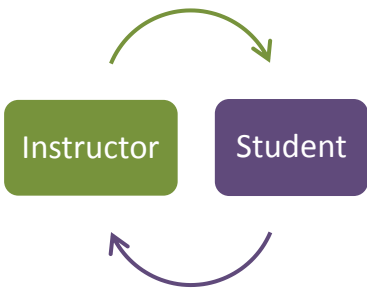
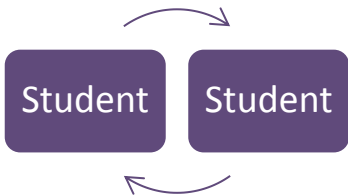
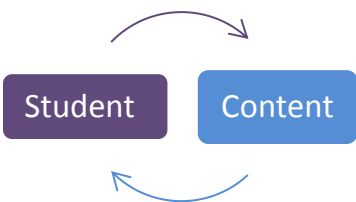
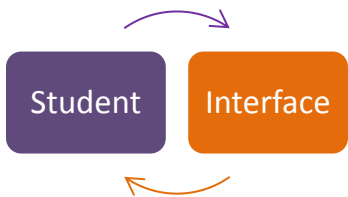


Regular Effective Contact in Detail

Establishing and maintaining regular effective contact is an important aspect of delivering an online and hybrid course. It is not only a Title V requirement, but is also a practice that encourages and facilitates student-centered instruction and increases success on student learning outcomes.

Types of Regular Effective Contact

Interaction in the Distance Education classroom takes place in four ways:

Four Types of Interaction	
	Instructor-Student Examples: <ul style="list-style-type: none"> • Course announcements • Messaging via the LMS • Personalized feedback • Discussion boards • Chat/IM • Videoconferencing/Skype • Phone/voicemail
	Student-Student Examples: <ul style="list-style-type: none"> • Messaging via the LMS Discussion boards Chat/IM • Collaborative projects: group blogs, wikis • Chat/IM • Collaborative projects: group blogs, wikis
	Student-Content Examples <ul style="list-style-type: none"> • Modules on the LMS • Lectures (recorded/streaming) • Podcasts/webinars/screencasts • Videoconferencing/CCConfer • Discussion boards
	Student-Interface Examples <ul style="list-style-type: none"> • Computer hardware • Internet browsers • Software applications • Modules on the LMS



Guidelines for Regular Effective Contact

The following are best practices and recommendations of how to implement regular effective contact:

Recommendation	Best Practices
Initiated Interactions	<ul style="list-style-type: none">• Include means for all types of interaction in the course design.• Utilize appropriate media for accessibility• Design daily or weekly assignments and projects that promote collaboration among students• Model course netiquette at the beginning of the semester with instructor-guided introductions• Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants. Monitor content activity to ensure that students participate fully and discussions remain on topic• Create a specific forum for questions regarding course assignments• Ask students for feedback about the course on a regular basis and revise content as needed
Frequency & Timeliness of Interactions	<ul style="list-style-type: none">• Establish guidelines for frequency of contact that are the same as in the face-to-face classroom• Make known response time for student questions/inquiries and assignment feedback (e.g. 1-2 business days)• Maintain an active daily presence, particularly during the beginning weeks of a course• Give frequent and substantive feedback throughout the course
Expectations for Interactions	<ul style="list-style-type: none">• Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus• Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus• Outline and explain netiquette in initial course documents• Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course
Absences from Interactions	<ul style="list-style-type: none">• Inform students immediately of course designee should an illness, family emergency or other unexpected event prevent continuing regular effective contact for a prolonged period of time• Let students know when instructor-initiated regular effective contact will continue



5. Course Assessment

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Online Education Initiative – Course Design Rubric

History

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

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

Rubric Implementation

The Distance Education Advisory Committee chose to use the OEI Rubric as a guide for new online instructors developing their online course(s). It also serves as a valuable tool for current online instructors to assess their course design to determine whether they meet existing regulations and accreditation requirements. Since the Course Design Rubric has been implemented at a large majority of the California Community Colleges, we believe it has been strongly vetted as an evaluation tool.

The implementation of the original OEI Rubric was voted in and approved by the Distance Education Advisory Committee in March of 2016, and approved by Senate on May 16, 2016.

The Fullerton College Online Teaching Certificate, first offered in Fall 2016, was developed in conjunction with the OEI Rubric. The six core workshops each focus on an area of the Rubric, intended to train educators on teaching in an online environment with a focus on current and innovative pedagogy, technologies, and best practices.

Recommendations

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



6. Course Materials

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Types of 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 e-Packs (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, known as Open Educational Resources (OER).

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 Web sites for textbooks or eBooks (or eTextbooks). **Companion Web sites** 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 make available to students). There is a lot of engaging and well-developed content available.

However, when considering an e-Pack for a course, it is important to understand that 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.**

Criteria	Description
Legal	Title V 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 is defined as “tangible personal property” and includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class. Any e-Pack that does not allow students to access or save materials is in violation of Title V regulations.
Financial	In addition to tuition and what students have to pay for textbooks, publisher e-Packs charge additional fees for course access codes. <ul style="list-style-type: none"> e-Pack codes can vary in price depending upon the course. How and where to purchase e-Pack codes is 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 Web site. 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 Web sites, which can violate student privacy laws. Each individual e-Pack should 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 contains publisher information 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.
Privacy	All e-Packs must follow federal guidelines for student privacy, otherwise known as



Criteria	Description
	<p>FERPA compliance. Publisher e-Packs are not always FERPA compliant.</p> <ul style="list-style-type: none">• e-Packs are sometimes posted on third-party Web sites, meaning that students have to leave the LMS in 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 Web site 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 Web site is not FERPA compliant.
Pedagogical	<p>There are numerous concerns with e-Packs and best practices in online instruction.</p> <ul style="list-style-type: none">• e-Packs are created by the publisher, and as such, may not meet the quality standards for 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 Web sites.• Students may be so overwhelmed by dealing with different content delivery systems that the course quality suffers.
Technical	<p>There are a number of technical issues with e-Packs.</p> <ul style="list-style-type: none">• 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 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 may 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 upon 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 Manager prior to adoption to ensure that the e-Pack meets all the necessary requirements.



Instructional Technology

The LMS has many tools – like discussions, collaborations, or chat – 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, particularly with the Millennial Generation. Therefore, 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 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 enhances their deep learning along 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.



Open Educational Resources

Differences between OER & free resources

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

Types of OER materials

OER encompass a vast variety of learning resources including:

- Textbooks/eBooks
- Audio files/Podcasts
- Webcasts
- Videos/Multimedia
- Lesson Plans/Modules
- Academic Journals
- Courseware
- Assessments
- Learning Objects



7. Course Scheduling & Delivery

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 - b. Course Syllabus

Assigning Faculty for DE Courses

The Distance Education Advisory Committee strongly recommends that faculty be trained in online teaching pedagogy and the campus sponsored learning management system in order to teach Distance Education courses. This means that faculty should have either completed the new Online Teaching Certificate Program or, in lieu of training, have been recommended to teach Distance Education courses based upon prior online teaching experience or coursework, such as @One courses or courses at other institutions.

Faculty who have not been recommended by their department chairperson to the Dean should not teach online or hybrid courses as part of load. This applies to full-time and adjunct faculty members alike. Assigning a general “STAFF” to any Distance Education course section in the schedule of classes should only occur under extenuating circumstances and according to the right of assignment of Deans at the college per the United Faculty contract.

The Distance Education Advisory Committee recommends this best practice to make a good faith effort to ensure that online and hybrid course delivery meets Federal, State and WASC quality standards for online instruction. Contact Staff Development or the Distance Education Manager for any questions about or assistance with faculty training concerns.

Schedule of Classes

In addition to assigning faculty trained in online instruction to Distance Education course sections, it is also necessary to use a standardized course comment in the schedule of classes to describe online or hybrid courses. This should include the LMS being used, the course designation (online or hybrid), and the email address for the instructor. All course



comments will follow the Distance Education Course Guideline for class schedule (Banner)
Comments found on the campus network J: drive and in the Appendix.

The above guidelines are required in order to demonstrate Fullerton College's compliance with Federal, State and WASC guidelines for online instruction. The comments make it easier for students to understand what is required of them when registering for the course.

2.1 Title IV Considerations

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).

In accordance with these legal requirements, the Fullerton College Financial Aid office may decide not allocate financial aid to students until the end of week two. One step in verifying students to is when faculty confirm rosters. To further comply with the legal requirements and confirm "active participation" the Distance Education Advisory Committee recommends that all online and hybrid courses offered at Fullerton College need to have explicit instructions about the following:

1. **ONLINE COURSES:** Require a Course Check-In Assignment to be completed by the end of the first week of classes. This assignment should actively engage the student, otherwise they will be dropped from the course. This Course Check-In Assignment must originate from within the LMS. This does not include logging into the course through the LMS or emailing the instructor. This also provides documentable evidence of regular effective contact. Recommendations for this Course Check-In Assignment include:
 - a. Posting an Introduction to the Discussion Forum
 - b. Creating a Profile in the LMS that includes a student picture or avatar
 - c. Completing a syllabus quiz
 - d. Completing an online readiness quiz



2. HYBRID COURSES: In addition to attending the first face-to-face meeting of the course during the first week of classes, hybrid courses will also require a Course Check-In Assignment following the same requirements as for an online course. (see above) The Check-In Assignment will confirm the hybrid students' use of the LMS, establish regular effective contact for week 1 and give a preliminary assessment of students' online readiness.

2.2 Standard Online Schedule Comment (Appendix)

2.3 Standard Hybrid Schedule Comment (Appendix)

NOTE: Changes to the standard schedule comments in banner have been recommended by DEAC. These changes will be sent to Curriculum and Faculty Senate in fall 2017.

Welcome Letter and Online Syllabus

In the face-to-face classroom a large part of the first class meeting is spent introducing the course, going over the syllabus, getting to know the students and answering any questions that arise about the course content or assignments.

Since students do not have this type of contact with the instructor or with other students in fully online classes and limited face-to-face contact in hybrid classes, they may often feel isolated and uncertain of what they need to do. In order to establish rapport with the students and to incorporate general best practices for Distance Education, instructors must introduce the course and login information with a **welcome letter before the course begins**.

The Welcome Letter should include instructions (screen shots encouraged) telling students how and where to login. It also serves as a means to establish rapport and to promote regular effective contact with the students early on. It should include the following:

- information of where to go for technical help and support
- information about the books required and bookstore
- information about any orientations or on-campus exams

Please refer to your department's guidelines and recommendations. See sample welcome letters in the appendix.

ONLINE SYLLABUS

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

- Information about course assignments, course schedule, and texts
- Information about the Learning Management System
- Introduction to the tools used within the Learning Management System
- Guidelines for class participation and grading criteria, including expected response time



from professor.

- Important dates during the semester

General weekly timeline for when lessons are released as well as due dates for activities discussions and quizzes should also be included. A suggestion for online courses is to require a course contract. Students must send a statement *such as the following* which serves as an agreement between faculty and student:

Your Contract of Understanding

Please copy and paste the following or type it verbatim in the body of an email message. Fill in your specific information and send to me via email within LMS:

Subject: Contract of Understanding—Course Name & Number - CRN

Body of your message: Your full name, Student ID#, email address, 10-digit phone #

Please cut and paste this agreement into the email message under the above information.

I understand the course syllabus in its entirety. I understand that the syllabus is a contract and I fully accept the requirements. I will uphold the policies, rules, guidelines and strategies stated herein. When I have difficulty, I will immediately consult the Professor by email or phone to get the help I need. I understand that success in this class is dependent upon my participation on the learning management system at least 3 times each week. I also understand that it is my responsibility to copy the due dates and keep up with deadlines. If I have computer trouble at home, I understand that computers are available for my use on campus in the Skills Lab, 800 Building, and at least three other campus locations that I will seek out if needed. I promise to make every effort to succeed in this course.

The Distance Education Advisory Committee has also provided a sample template that includes specific information about resources for online students with embedded links to this information.



8. Accessibility, Privacy and Copyright

Contents

1. Accessibility (§504 & 508 Compliance)
 - a. Understanding Accessibility
 - i. POUR Principles
 - b. Differences between (§504 & 508 Compliance
 - c. Federal and State Guidelines
 - d. Captioning Guidelines
 - e. Captioning Assistance
 - f. Other Considerations
2. Copyright

Accessibility (504 & 508 Compliance)

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

If there are aspects of the instruction or design of an online or hybrid course that result in barriers to a student's inclusion or to accurate assessment of achievement, such as time-limited exams, inaccessible web content, or the use of non-captioned videos, students should notify the instructor as soon as possible.

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

In 2011, The California Community Colleges Distance Education Task Force compiled the [Distance Education Accessibility Guidelines](#). It is strongly recommended you download this document and retain it for reference.

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** - that 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. Keeping Universal Design principles in mind while creating courses will also benefit students who have a range of learning styles and preferences.

Understanding the Four Principles of Accessibility (POUR)

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

Perceivable

- Materials should be presented in ways so that it is perceivable to all users. If information is presented in ways perceivable to those who are sighted, such as text, it also needs to be presented in ways so that it will be perceivable to those who are visually impaired.
- Keep both accessible and usable in mind. Text in a webpage can be read by a screen reader--it is technically accessible--but good design (like heading styles) will make the text more user friendly to both sighted and visually impaired users.

Operable

- Consider the equipment needed to interact in the online class. For example, mobility-impaired students may need to use a special keyboard to navigate the course. This could cause them to take a little longer to navigate from place to place, or even answer a multiple choice question. Care should be taken to ensure any timed activities can be modified for students who need more time.
- Provide ways to help users navigate. When adding multimedia to your course, ensure that media is not set to play automatically and that the player can be controlled via keyboard commands. Additionally, ensure modules and pages have descriptive, meaningful names, and that names are not duplicated.

Understandable

- Materials should be designed in ways that are understandable to a range of users. Every effort should be made to write at a level understandable to a variety of students, and key terms or vocabulary should be defined or explained in the surrounding text. Tutorials or support should also be provided to help users understand the tools used in the course.
- Create predictable formatting and operational patterns. Helping students understand online classes relies on predictability. Whenever possible, predictable patterns should be repeated and maintained, especially in linked material.

Robust

- Maximize compatibility with current and future assistive technologies. Using HTML to create content will allow for multiple types of assistive technologies to access and



interpret content. Using other types of materials, such as MS Word documents or Adobe PDFs, when properly formatted, can also enhance compatibility.

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

The Distance Education Advisory Committee recommends Distance Education faculty are trained on creating accessible courses through the Fullerton College Online Teaching Certificate or by taking @One courses or the comparable. If you have specific questions about making courses accessible, contact the Disability Support Services Office.

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 Fullerton College, this is through Disability Support Services Office) and requesting specific assistance. 504 Compliance is used when 508 materials do not meet a specific need of a student.

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 Web sites, online materials, and online courses have to be developed with the objective of meeting the needs of everyone.

The following chart based upon *Fiori and Glapa-Grossklag* illustrates the differences:

Section 504:	Section 508:
guarantees accommodations for an individual	guarantees access for all
compliance is handled by DSS or DSP offices	compliance is the responsibility of everyone on campus
finds workable solutions when the need arises	workable solutions that are built into the system

Federal and State Guidelines

In section D of the OEI Course Design Rubric there are 23 elements to review in assessing a course to determine if a student using assistive technologies will be able to access course contents as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”). Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as Incomplete or Aligned. If any element in Section D is Incomplete, the instructor should seek assistance from Disability Support Services or an Accessibility Expert to bring the element(s) into alignment with the rubric.

Captioning Guidelines (from @ONE course)



1. The captioning must be complete, which means the video must be captioned from start to finish, including noting opening music and background noises, when intentional.
2. The captions must be 99% accurate. This means, literally, word-for-word, including grammar and punctuation.
3. The captions should display synchronously with the audio, running neither too fast or too slow, and they should be on-screen an adequate amount of time to allow careful reading.
4. The caption placement should not obscure other important information. Usually, captions are placed at the bottom of the screen.

Captioning Exceptions (from @ONE course)

"Raw footage" is exempt

Raw footage is defined as materials that are for a single, restricted use and are not archived. An example might be student videos. If the only audience for the video is the instructor, the students would not need to caption their work. However, let's say that the instructor makes student videos a part of a class assignment--each student needs to view and write a reaction to a given video, for example--then the student video would need to be captioned. In other words, the status of the video's creator as a student does not mean it should or should not be captioned; rather, the status of the video as required instructional material or not determines whether it should or should not be captioned.

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

Feedback to students is exempt

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

Restricted-access materials might be exempt

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

Captioning Assistance

[3C Media Solutions](#) - in addition to hosting videos, 3C Media will help with the captioning of faculty produced video. They won't caption videos you have purchased, rented, or curated from



others, but if you have made your own instructional video, you can request archiving and captioning through 3C Media services.

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

Other Considerations

In addition to the material in the LMS, instructors also need to ensure that online third-party resources (Web sites, 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. Instructors should ask publishers to provide the voluntary product accessibility template (VPAT) for their materials.



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Business & CIS Division Online Class Policy--Approved 11/11/14

1. Instructors will provide appropriate orientation materials or on campus orientations or inform the students of the faculty member's availability to meet on campus during the first week of classes.
2. Instructors of online classes must have the instructional material ready for students to begin work the first day of class. Students must demonstrate active participation during the first week according to the syllabus requirements or the student will be dropped.
3. An in-person final exam is required. In-person exams must account for at least 50% of the final grade or the students must pass the on campus final exam to pass the class. Picture ID is required for all students taking exams.
4. Exams shall be scheduled in both day and evening time blocks or available in the campus skills center.
5. Each class will have a graded activity that requires student input a minimum of approximately every two weeks. This could be an assignment, an online quiz, or participation in a discussion board.
6. Instructors should strive to grade and provide feedback to students within one week after assignments are submitted or two weeks for projects or term papers. It is the goal for instructors to respond to class related e-mail within two working days.
7. Instructors will be available to schedule times for meeting students when they will be available for in-person, telephone, or online based communication from students.
8. Instructors will maintain a website with the class syllabus, and other appropriate contact information for their students. Posting the information on the college LMS is sufficient.
9. Instructors will be limited to ten units of online teaching per semester on a regular basis, except for extenuating circumstances. Instructors will be limited to no more than two new online course preps. in any one semester.
10. Part-time faculty will be allowed to teach online with the approval of the departmental faculty, appropriate training and mentoring.
11. Faculty who have developed and effectively taught a particular online course will be given preference to continue teaching that course.
12. Hybrid courses that meet in-person approximately 50% of the time or more will not be subject to this online class policy.



Business & CIS Division: Standards for student-to-student, student-to-faculty, and faculty-to-student contact

Proposed 9/13/16

1. Faculty will facilitate non-graded student-to-student contact online. Acceptable examples include an open, non-graded discussion forum on the course LMS or referring students to use the class email list from MyGateway.
2. Faculty should initiate weekly contact with students. Acceptable examples include an email to the class or an announcement on the LMS.
3. Faculty should be available to receive student email and will provide a response within two working days.
4. Class participation will be required. Class participation will not be greater than 10% more of the student's grade than the participation percentage for the same on campus class. Student participation on discussion forums will constitute class participation. Other forms of student communication may also constitute class participation including chats and wikis.
5. Classes should include a minimum of four graded student discussion forums. Students will be encouraged to read and reply to their fellow student's discussions. Other forms of graded student initiated class communication may be used as an alternative to discussion forums as appropriate for a particular class.
6. Students who do not regularly participate online may be dropped from the course consistent with the school policy for on campus courses.
7. Prior to the drop day, faculty should notify individual students whose work indicates that the student will not successfully complete the course. Having the student's scores available online for the student to view will satisfy this requirement.



Humanities Division Online Class Guidelines

The Humanities Division seeks to create a supportive, innovative and collaborative climate wherein distance education faculty are engaged in inquiry and discussion about best practices to improve our success and retention in our online and hybrid courses and to increase overall persistence in our programs. The online faculty review on a regular basis data on the fill rates, retention, success and persistence rates for online classes in an effort to be consistent with face-to-face sections. The Online Education Initiative's Course Design Rubric will be used by online faculty to self-evaluate the design of their courses and to determine compliance with Education Code and accessibility requirements. The Humanities Division values on-going staff development and looks to the online faculty for sharing of best practices from attending conferences, research and collaboration with colleagues. The following are Humanities Division requirements for faculty teaching online or hybrid courses:

1. Faculty who teach online or hybrid course(s) will use the college's approved LMS to conform with student privacy issues.
2. Instructors will provide appropriate orientation materials or on-campus orientation no later than the first week of classes.
3. Instructors must initiate contact with students before the start of the semester at least twice (approximately two weeks before the start of the semester and again a few days before the start of the semester; this takes into consideration the last minute drops/waitlist adds).
 - a. Welcome Letter
 - b. Sending syllabus and course documents
 - c. Info on accessing the LMS
 - d. Orientation information
4. Instructors of online classes must have the instructional material needed for students to begin work the first day of class. Evidence shows that students are retained in online courses when instructor contact begins the first day and is frequent during the first few weeks.
5. Faculty should log into the LMS on the first day of class.
6. Students must demonstrate active participation, according to the syllabus requirements (based on Education Code), during the first week or the student will be dropped as a No Show. Students must demonstrate active participation each week according to attendance policy outlined in the syllabus.
7. In the effort to uphold the integrity of the class and in addition to regular effective contact, instructors must use LMS tools for authentication of students in online classes. Instructors should recognize that using various strategies to authenticate students on a regular basis throughout the semester is the best practice. Instructors will choose two or more from the following:
 - a) In-person exam(s) are strongly recommended. In such situations, on-campus exams should account for a significant percentage of the final grade or the student must pass the on-campus final exam to pass the class. Picture ID is required for all students taking exams. Exams shall be scheduled with two choices of time but must include both day time and an evening or Saturday time.
 - b) Scheduled, synchronous, real-time conference/meeting (Canvas Conferences, Blackboard Collaborate, CCC Confer)
 - c) Video assignments as an ongoing assessment, using programs such as VoiceThread or Canvas Media Recorder.
 - d) Video discussion board participation (at least one week's worth)



- e) Video introduction/survey/interview at the beginning of the semester
 - f) Set up profile picture and bio in LMS
 - g) Use of turnitin.com or other instructional plagiarism checker
 - h) Video of testing area and/or picture of themselves and ID as part of post.
8. Faculty will use the Humanities Division Regular Effective Contact Checklist.
9. Each class will have a graded activity that requires student input every week. This could be an assignment, an online quiz, or participation in a discussion board.
10. Instructors should strive to grade and provide feedback to students within one week after assignments are submitted or two weeks for projects or term papers. It is the goal for instructors to respond to class related e-mail within one working day.
11. Instructors will schedule times for meeting students when they will be available for in-person, telephone, or online based communication from students.
12. Instructors will use MyGateway or an alternate source outside the LMS to post course documents including the class syllabus, weekly assignments, and other appropriate information for their students, in case students are unable to access the LMS before the start of the semester or during the semester.
13. The department will recommend to the Dean faculty to teach online.
14. Faculty who wish to teach online must receive training and certification through the Fullerton College Online Teaching Certificate program or equivalent program completed elsewhere (minimum of 16 hours). Our goal is to develop breadth and depth of knowledge among our full-time and adjunct instructors in order to create a cadre of qualified online instructors.
15. Faculty who teach online for the Humanities Division will be assigned a mentor during their first year of teaching online.
16. Faculty who wish to use an e-Pack for their online or hybrid course will be required to customize the course beyond what is provided through the e-pack and/or publisher's web site. The e-Pack cannot be used exclusively and must be used within the college approved LMS.



Best Practices for Effective Contact in Online Courses

Best Practices for effective contact in online courses-Physical Education Fall '16

- Email students prior to start of the term for introduction/welcome and online instructions.
- A welcome announcement and direction on how to proceed on the course page
- Faculty Initiated contact at least once a week in the form of announcement or discussion.
- Faculty will provide an email response within 24 hours of receiving a student email.
- Before beginning content, Faculty will provide students with at least 1 of the 3 items to ensure student understanding of the LMS. Blackboard Assignment, Blackboard Discussion, and/or Blackboard Quiz
- At the conclusion of each section, Faculty will address the progress and/or production of the class through email or announcement

Humanities Division Regular Effective Contact Checklist

While using the [OEI's Course Design Rubric](#) to develop online courses for the Humanities Division, online faculty should keep in mind the following when developing, planning and delivering their online course(s). Online faculty can also refer to the Distance Education Handbook for further information.

Title V Guideline:

- Regular and substantive interaction is required between student and instructor.
- Syllabus must describe mandatory, regular & substantive interaction between students and instructor
- Instructors must regularly initiate interaction with students
- Instructors must create regular opportunities for students to interact with other students in the course.

Establish contact expectations in your syllabus, course materials, orientation and posted within the LMS:

- Description of frequency and timeliness of instructor-initiated AND student-initiated contact
- Description of frequency and timeliness of instructor feedback

Based upon the OEI Rubric and accreditation standards, the Fullerton College Distance Education Handbook recommends weekly contact. To meet expectations, online faculty must do at least one of the following instructor-initiated delivery methods every week. Although this is the campus recommendation for once a week, the Humanities Division recommends online faculty initiate regular effective contact two or more times per week as research shows a strong correlation between frequency of instructor contact and student success.

Please use the checklist for suggested ideas for regular effective contact.



Humanities Division Regular Effective Contact Checklist

Instructor-initiated Delivery Method	Two or more times per week (EXCEEDS EXPECTATIONS)	Once per week (MEETS EXPECTATIONS)	Once every two weeks (DOES NOT MEET EXPECTATIONS)	Other
Announcement prior to start of term				
Email prior to start of term				
Announcement at Beg of each week				
Reminder announcement towards end of each week				
Weekly email correspondence				
Weekly video message				
Weekly video/ phone conference				
Weekly Discussion Board – Troubleshooting				
Weekly/ Bi weekly Discussion Board - course content				
Weekly telephone contact				
Telephone contact-				
Timely feedback on assignments				
Online Office hours				
Voicethread				
CCC Confer/ Video conf through LMS				
Online group meetings /chat through LMS				
Other (Remind, Schoology)				

Guideline for Class Schedule Comments

Pending Approval



INSTRUCTIONS

Each comment should include language from Area I and language from Area II. Area I contains example language for the type of Distance Education (online or hybrid,) courses offered and can be edited by faculty as needed. Anything underlined below needs your attention because course specific information needs to be added. Area II language should be used with little or no variation for all DE courses.

IMPORTANT NOTES

- 1) When students are required to come to campus for any reason, e.g., an orientation, and/or for tests/exams, language should say "This course is conducted PRIMARILY ONLINE."
- 2) The Distance Education Advisory Committee encourages faculty teaching online to:
 - a. Provide a campus email address and
 - b. Provide the URL to their staff website. The content published on the website must be up to date. (see example under Area II below).
- 3) For online courses that have prerequisites faculty may want to indicate that students should bring proof of prerequisite completion to the first class meeting or to the orientation.

AREA I – Examples

HYBRID COURSES THAT MEET ONLINE AND ON CAMPUS

The above course requires students to

- a. HYBRID
 - a. log in to their course online as well as meet on campus (fill in the number) of hours per week to complete course assignments.
- b. HYBRID COURSE with MANDATORY ORIENTATION
 - a. attend a MANDATORY ORIENTATION on (fill in day, time, and room #). Students MUST ATTEND the orientation or they may be dropped from the course. This course also requires students to log in to their course online as well as meet on campus (fill in the number) of hours per week to complete course assignments.
- c. HYBRID COURSE LAB
 - a. log in to their course online as well as complete (fill in the number) of arranged hours on campus per week. An OPTIONAL IN-PERSON ORIENTATION is scheduled for (fill in day, time, and room number).

Note: Day/Time listed above.

ONLINE COURSES THAT MEET ONLINE ONLY

The above course is conducted ENTIRELY ONLINE. Students must log onto this course by (fill in day or timeframe as provided by instructor) or may be dropped from the course. Students who live outside the immediate area or who cannot come to the campus for testing may be required to make arrangements with a certified testing center for taking exams.

ONLINE COURSES THAT MEET ONLINE WITH ON-CAMPUS ORIENTATIONS OR EXAMS

The above course is conducted PRIMARILY ONLINE with an OPTIONAL ORIENTATION (Students must log onto this course by (fill in day or timeframe as provided by instructor) or may be dropped from the course.

- a. the course. An OPTIONAL IN-PERSON ORIENTATION is scheduled for (fill in day, time, and room #), and students may be required to come to campus to take exams.

The above course requires

ONLINE CLASS with MANDATORY ORIENTATION

- b. students to attend one of the two MANDATORY on-campus ORIENTATION dates: (fill in day, time, and room # or day, time, and room #). Students MUST ATTEND one of the two orientations or may be dropped from the course.

For course-specific requirements, visit instructor website: <http://staffwww.fullcoll.edu/xxxxx>.

TELEWEB COURSES THAT DO WORK ONLINE, AND/OR ON CD/DVD, AND MAY/MAY NOT MEET ON CAMPUS



TELEWEB CLASS with MANDATORY ORIENTATION

The above course requires students to

- a. attend one of the two MANDATORY ORIENTATION dates (fill in day, time, and room # or day, time, and room #). Students MUST ATTEND the orientation or may be dropped from the course. Course requires (fill in details provided by the instructor; e.g., attendance at on-campus class meetings, weekly viewing of programs, and Internet work). On campus CLASS REVIEW: (fill in day, time, and room #). On campus FINAL EXAM: (fill in day, time, and room #). BROADCAST START DATE: (fill in date).

For program viewing information, visit <http://online.fullcoll.edu>

AREA II

ALL DISTANCE EDUCATION COURSES INCLUDING HYBRID, ONLINE, AND TELEWEB SHOULD CONTAIN THE FOLLOWING INFORMATION:

The above course uses (fill in the appropriate course management system e.g. Blackboard, or MyMathLab, or publisher information as indicated by faculty, etc). For course specific requirements, visit instructor's website at (fill in the instructor's website address; e.g., <http://staffwww.full-coll.edu/xxxxx> or contact instructor at fill in the instructor's email address; e.g., xxxxx@fullcoll.edu).

For general information, answers to frequently asked questions, or help desk support, go to <http://online.fullcoll.edu>.



Sample Syllabus

FULLERTON COLLEGE BUSINESS AND COMPUTER INFORMATION SYSTEMS DIVISION

Course Syllabus Guidelines

The course syllabus is your binding contract with students and should include the following:

1. School name and Division name
2. Course number, Course title, Number of units, and Prerequisites (if any) as listed in the College Catalog
3. The semester
4. Instructor's name, Office hours, and Office number
5. Instructor's Fullerton College email address
6. Textbooks with detail of publisher, author, ISBN, etc.
7. Supplies (lab fees, blue books, scantron sheets, software, lab requirements, etc.)
8. Course description as listed in the College Catalog
9. Student Learning Outcomes as listed in CurricUNET
10. Major topics / Course outline
11. Student responsibilities including:
 - a. Attendance policy
 - b. Testing information including number of tests and dates (objective or essay, quizzes, tests, midterm(s), and final). Specify if comprehensive
12. Grading policy. Grade weight and criteria. Does grading criteria include class attendance and/or class participation. Policy of makeups, late assignments, extra credit, etc. Statement of criteria for final grade
13. Drop policy (See attached)
14. Emergency response (See attached)
15. Special accommodations / ADA policy (See attached)
16. Academic resources (See attached)
17. Academic Honesty Policy (See attached)
18. Instructional Computing Lab Policy (See attached)
19. Standards of Student Conduct and Discipline Policy ([NOCCCD Board Policy 5500](#))
 - a. For online and/or hybrid courses, this section should also state the following:
You are in violation of these Standards any time you allow someone else to login and/or complete your coursework on your behalf.

Check with your Department Coordinator regarding any other potential requirements. Make certain you "cover all bases." A copy of your syllabus will be kept in Division files.



Drop Policy

A student may be withdrawn by the instructor if no longer participating in the course. Definitions of non-participation shall include, but are not limited to, excessive unexcused absences. While an instructor officially may withdraw a student who has poor attendance, it is the student's responsibility to withdraw from the course. All student withdrawals are to be completed through MyGateway. The last day to drop without a "W" and qualify for a refund is *(insert the appropriate day and date)*. The last day to withdraw is *(insert the appropriate day and date)*. Failure to do so may result in the student receiving a failing grade.

[Fullerton College Important Dates and Deadlines](#)

Emergency Response

Please take note of the safety features in and close to the classroom, and study the posted evacuation route. The most direct route of egress may not be the safest because of the existence of roofing tiles or other potentially hazardous conditions. Similarly, running out of the building can be dangerous during severe earthquakes. During strong quakes the recommended response is to duck, cover and hold until the shaking stops. Follow the guidance of your instructor. You are asked to go to the designated assembly area. Your cooperation during emergencies can minimize the possibility of injury to yourself and to others.

[Fullerton College Campus Safety](#)

Special Accommodations / ADA Policy

Fullerton College is committed to providing reasonable accommodations for students with disabilities upon request by the student and upon verification of a disability. Students with disabilities requiring special treatment must inform the instructor at the beginning of the semester. If you need additional time to complete a test or if you require special accommodations, you must notify the instructor in a timely manner. Otherwise, you will be expected to adhere to the information included in this syllabus.

[Fullerton College Disability Support Services](#)

Academic Resources

The Skills Center's mission is to assist students in improving their academic skills through self-paced work with computer programs, print, audio, video, and Internet-based materials.

The Skills Center:

- supports reading, ESL, and foreign language courses
- provides self-paced learning materials for all students
- helps students improve learning strategies, critical thinking, writing, etc.
- administers make-up exams for all Fullerton College courses

[Fullerton College Skills Center](#)



The Writing Center's mission is to promote students' success and independence as writers in College and beyond. They strive to provide an environment that is conducive to writing and learning and to serve as a model for peer interaction. They help writers make their own choices about a text rather than "fixing" papers for them. They don't write on students' papers; they counsel students about the choices they have as writers.

[Fullerton College Writing Center](#)

The Tutoring Center's mission is to assist students in successfully completing their courses and improving their learning skills. This endeavor is accomplished through peer and expert tutoring. Tutors share their knowledge of the subjects with students, explaining difficult concepts, steps and methods, giving examples and being a sounding board to illuminate problems. Tutors impart encouragement, inspiration, motivation and confidence to students enabling them to keep a positive attitude and succeed in their courses. The Center's goal is for students to become independent learners with an interest in lifelong learning.

[Fullerton College Tutoring Center](#)



Academic Honesty Policy

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

1. Students shall not plagiarize, which is defined as:
 - A. stealing or passing off as one's own the ideas or words of another, or
 - B. using a creative production without crediting the source.

The following cases constitute plagiarism:

- paraphrasing published material without acknowledging the source,
 - making significant use of an idea or a particular arrangement of ideas, e.g., outlines,
 - writing a paper after consultation with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledgment, or
 - submitting under one's own name term papers or other reports which have been prepared by others.
2. Students shall not cheat, which is defined as:
 - A. using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the teacher, or
 - B. misreporting or altering the data in laboratory or research projects involving the collection of data.
 3. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

Instructors may deal with academic dishonesty in one or more of the following ways:

1. Assign an appropriate academic penalty such as an oral reprimand or point reduction.
2. Assign an "F" on all or part of a particular paper, project, or exam.
3. Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.

[Fullerton College Policies and Rules](#)



Instructional Computing Lab Policy

Fullerton College reserves the right to limit, restrict or extend computing privileges and access to its information resources. All campus computing facilities are to be used in a responsible, efficient, ethical and legal manner in accordance with the mission of Fullerton College. Failure to adhere to the Acceptable Use Policy may result in suspension or revocation of the offender's privilege of access. The person in whose name the account is issued is responsible for its proper use.

Acceptable uses of the computing resources are activities that support learning and teaching at Fullerton College. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law. The system administrator in the course of managing the system may view all data, including email.

Unacceptable uses of the computer resources include but are not limited to:

1. Violating individuals' right to privacy.
2. Using profanity, obscenity, or language offensive to another user.
3. Reposting personal communications without the author's prior consent.
4. Copying copyright protected material in violation of copyright law.
5. Downloading or installing software.
6. Playing games.
7. Peer-to-peer file sharing.
8. Using the network for financial gain, commercial, or illegal activity.
9. Using the network to access material or make individual contacts or communications that are without educational value in the context of the mission of the College.

The network management accepts no responsibility for harm caused by system use. Logging in acknowledges that you have read this policy, are familiar with its contents, and agree to act in accordance with the above.

[Fullerton College Instructional Computing Lab Policies](#)

[Fullerton College Computer Labs](#)



Standards of Student Conduct and Discipline Policy

The standards of student conduct and disciplinary action for violation of Board Policy 5500 were approved by the NOCCCD Board on January 28, 2003, were revised on October 23, 2007, and were drawn in compliance with Sections 66300, 66301, 76030, 76033, 76034 and 76036 of the State Education Code.

Students are expected to respect and obey civil and criminal law and shall be subject to the legal penalties for violation of the city, county, state, and national law(s).

Student conduct must conform to Board Policy and College regulations and procedures. As cited in BP5500, "A student who violates the standards of student conduct shall be subject to disciplinary action including, but not limited to, the removal, suspension or expulsion of the student." Misconduct, which constitutes "good cause" for disciplinary action includes, but is not limited to, the following:

1. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, the open and persistent defiance of the authority of, or persistent abuse of, District personnel, or violating the rights of other students.
2. Failure to identify oneself when requested to do so by District officials acting in the performance of their duties.
3. Cheating, plagiarism in connection with an academic program (including plagiarism in a student publication), or engaging in other academic dishonesty.
4. Dishonesty, forgery, alteration, or misuse of District documents, records, or identification, or knowingly furnishing false information to the District.
5. Misrepresentation of oneself or of an organization to be an agent of the District.
6. Causing, attempting to cause, or threatening to cause physical injury or physical or verbal abuse or any threat of force or violence, to the person, property, or family of any member of the College community, whether on or off District property as defined above.
7. Willful misconduct which results in injury or death to a student or to District personnel, or which results in the cutting, defacing, or other damage to any real or personal property of the District.
8. Unauthorized entry into, unauthorized use of, or misuse of property of the District.
9. Stealing or attempting to steal District property or private property on District premises, or knowingly receiving stolen District property or stolen private property on District premises.
10. Causing or attempting to cause damage to District property, or to private property on North Orange County Community College District.
11. Unlawful use, sale, possession, offer to sell, furnishing, or being under the influence of any controlled substance listed in the California Health and Safety Code, section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code or other State law defining controlled substance while on District property, or at a District function; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in the California Health and Safety Code, section 11014.5.
12. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the District.
13. Possession, sale, use, or otherwise furnishing of explosives, dangerous chemicals, deadly weapons or other dangerous object including, but not limited to, any facsimile firearm, knife or explosive on District property, or at a District function, without prior written authorization of the Chancellor, College President, School of Continuing Education Provost, or authorized designee.
14. Engaging in lewd, indecent, or obscene behavior on District property, or at a District function.
15. Violation of municipal, state, or federal laws in connection with attendance in programs or



- services offered by the District, or while on District property or at District-sponsored activities.
16. Soliciting or assisting another to do any act (including the purchasing, transporting or consumption of any controlled substance), while under the supervision of a District official, which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.
 17. Attempting any act constituting cause for disciplinary action as identified in the above sections of this policy.
 18. Committing sexual harassment as defined by law or by District policies and procedures.
 19. Engaging in harassing or discriminatory behavior based on race, sex (i.e., gender), religion, age, national origin, disability, sexual orientation, or any other status protected by law.
 20. Engaging in physical or verbal intimidation or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student's academic performance, or District employee's work performance, or of creating an intimidating, hostile or offensive educational or work environment.
 21. Engaging in physical or verbal disruption of instructional or student services activities, administrative procedures, public service functions, authorized curricular or co-curricular activities or prevention of authorized guests from carrying out the purpose for which they are on District property.
 22. Stalking, defined as a pattern of conduct by a student with intent to follow, alarm, or harass another person, and which causes that person to reasonably fear for his or her safety, and where the student has persisted in the pattern of conduct after the person has demanded that the student cease the pattern of conduct. Violation of a restraining order shall, without more, constitute stalking under this policy.
 23. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct or where the presence of the student causes a continuing danger to the physical safety of students or others.
 24. Engaging in expression which is obscene, libelous, or slanderous according to current legal standards, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District property, or the violation of the lawful administrative procedures of the District, or the substantial disruption of the orderly operation of the District.
 25. Use of the District's computer systems or electronic communication systems and services for any purpose prohibited by Administrative Procedure 3720, Computer & Electronic Communication Systems, or for any act constituting cause for disciplinary action as provided in this policy.



Furthermore, no student shall be suspended from a College or School of Continuing Education program or expelled unless the conduct for which the student is disciplined is related to College, School of Continuing Education or District activity or attendance. Any violation of law, ordinance, regulation or rule regulating, or pertaining to, the parking of vehicles, shall not be cause for removal, suspension, or expulsion of a student.

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of law. The procedures shall identify potential disciplinary actions including, but not limited to, the removal, suspension or expulsion of a student.

The Chancellor shall establish procedures by which all students are informed of the rules and regulations governing student behavior.

[NOCCCD Board Policy 5500](#)



Sample Welcome Letter

Welcome to Read 142!

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

This course is a hybrid designation which means the entire course is online through CANVAS, but there is a lab component. The entire course will be delivered online, and the instructions for using Canvas are below. Canvas is a learning management system; Blackboard is the equivalent, so if you have taken an online class at Fullerton College before, you are familiar with Blackboard. Some courses at Fullerton College are using Canvas in spring 2017. Please read over the instructions below about logging into our course at the bottom of this letter. If this is your first online class, I will go over everything at the orientation, so if what I said above doesn't make sense, do not worry, it will all be explained at the orientation. Again, the hybrid designation relates to the LAB COMPONENT. You must attend the lab 50 minutes per week every week during the lab hours. Please read over the information in the class schedule on page 145 also.

You must attend two orientations for this course: a course orientation and a lab orientation. The course orientation is held Wednesday, February 1st at 8-9 a.m. or Thursday, February 2nd from 7-8 p.m. in 800 (LLRC). Please plan to attend one or the other. You should have received an email from our Humanities Division office (Carol Rehfield) explaining the lab requirement and listing the lab orientation times. For convenient planning, if you attend the lab orientation on Thursday at 6 p.m., you can then stay for the course orientation. However, you do not attend the lab orientation on the same day as the course orientation. If you come Wednesday from 8-9 a.m., unfortunately, the first lab orientation is not until 10 a.m. It does give you some time to hang out and get to know me and your classmates though. These orientations are **mandatory** and if anyone does not attend both, then he/she is dropped.

TO LOG IN TO CANVAS – Go to My Gateway & Log in. Then, click on the Fullerton Tab/Click on Canvas.

The screenshot shows the Fullerton College Gateway website. At the top is a navigation bar with tabs: Registration, Student, Early Alert, Fullerton, SCE, and Tutorials. Below this is a section titled 'Fullerton College Orientations'. Under 'New and Returning Students', there are two links: 'Fullerton College Orientation' and 'Sexual Assault and Sexual Misconduct'. Under 'Counseling Department', there is a link: 'Academic Probation - Part 1'. A blue arrow points from the 'Fullerton' tab in the navigation bar to the 'Fullerton College Orientation' link. A red box with the text 'Make sure you are on the Fullerton Tab' is placed near this arrow. Below the 'Fullerton College Orientations' section is another section titled 'Fullerton Canvas Pilot'. It features the Canvas logo with the text 'BY INSTRUCTURE'. A blue arrow points from the Canvas logo to a red box with the text 'Select Canvas from here'.



Once you are in Canvas, you can click on the Start Here tab. There is nothing “due” until Saturday of next week (2/4).

For your convenience, I have attached the syllabus, weekly outline, lab assignments and vocabulary list to this email. It is also posted in My Gateway.

If you have any questions, please email me. I am looking forward to meeting you at the orientation.
Looking forward to meeting you,

Angela Henderson





CITATIONS

Fiori, Carolyn, and James Glapa-Grossklag. Creating Accessible Online Courses. @One, n.d.

Web. 5 Jan 2012.

Hai-Jew, Shalin. "An Instructional Design Approach to Updating an Online Course Curriculum."

EDUCASE Quarterly. 33.4 (2010): n. page. Web. 23 Jul. 2012.