LASSEN COMMUNITY COLLEGE

DISTANCE EDUCATION FACULTY HANDBOOK

Distance Education Committee Approval: 5/16/2022

Academic Senate Council Approval: 5/25/2022

TABLE OF CONTENTS

Distance Education Faculty Handbook

WHAT IS DISTANCE EDUCATION

Distance Education (DE) is defined by Title 5 Section 55200 as instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act 42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d)" See Title 5, section 55200.

The primary categories for distance education courses are as follows:

- **Fully Online (FO, also known as "100% online")** – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require additional in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times required.
- **Partially Online (PO, also known as "hybrid")** – Instruction involving regular and effective online interaction for any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, in place of any portion of the approved contact hours. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

EFFECTIVE AND COMPLIANT ONLINE TEACHING

Once you have completed the recommended training in online pedagogy and technology, and designed a high-quality online course, you should be ready to start teaching online. Alternatively, if you are unprepared and just found out you are teaching, make sure to reach out to Lassen College's Instructional Designer to support you in building a quality course.

Teaching or "delivering" an online course requires complying with the federal and state regulations below regarding unit of credit, regular and effective contact, accessible online content, and understanding legal implications around the use of textbook publisher content. If you have never taught online, Lassen College's Instructional Designer will be there to support, coach, and assist you in building a quality online course until you have time to obtain training.

UNIT OF CREDIT

According to Title 5, Section 55002.5, units of credit are established based on the minimum amount of time students will need to achieve the intended learning outcomes. In general, for a full-term lecture course students spend on average three hours each week in class and six hours of study time out of class, totaling a minimum of 9 hours each week to earn three-units of credit.

Student assignments and learning activities should be designed to align with the expectations that students will spend this much time each week in your online course, so please plan and design your assignments and learning activities accordingly.

See the Lassen College Curriculum and Academic Standards Handbook for more information on Unit / Hour Ratio.

REGULAR AND EFFECTIVE CONTACT POLICY

Distance Education Faculty Handbook

Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq." (Title 5, section 55204).

Regular and effective contact between instructor and student and among students increases student success.

1) **Instructor-initiated contact** is a key feature of distance education courses, and it is what makes them different from other types of courses, such as correspondence courses.
2) **Student-to-student interaction** is another key feature of distance education courses, and it is what makes them different from other types of courses, such as self-paced courses.

These are required by federal regulatory requirements, state education codes, and the Accrediting Commission for Community and Junior Colleges (ACCJC) and are recommended by the Statewide Academic Senate for Community Colleges.

Regular and effective contact is a California Title V (Section 55204) educational requirement that requires instructors to incorporate instructor-initiated, regular, and effective contact into online and hybrid course design and delivery. This means that it is the responsibility of the instructor to initiate contact with students by, for example, making announcements, facilitating discussions, reaching out when they are inactive or miss assignments, and monitoring their overall progress. Add: LCC uses Starfish as an early alert system to notify students and specified select staff when a student is missing assignments. It is also the responsibility of the instructor to design and encourage opportunities for students to interact with other students in the course, for example via discussion boards, synchronous online meetings, group collaboration, peer review, and other student-to-student interactive activities.

See the checklist and example communication plan in the Appendix of this handbook for ways to remain in compliance.

- See Federal Regulatory Requirements; See Title V State Code of Regulations; See ACCJC Policy on Distance Education and Correspondence Education (June 2021); See ASCCC "Ensuring an Effective Online Program"

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1. INSTRUCTOR-INITIATED CONTACT

Instructor-initiated, or faculty-to-student, contact, includes establishing contact prior to, and at the beginning of, the course, as well as maintaining contact throughout the duration of the course.

Refer to Appendix 1: Checklist for Regular & Effective Contact to ensure you are establishing & maintaining contact with students throughout the semester.

NOTE TO FACULTY WHO USE PUBLISHER CONTENT.

- Instructors who use third-party tools, such as publisher packs or other digital apps, must authenticate students through the college's learning management system (LMS).
- Even when third-party tools are used, instructors must use the LMS to facilitate interaction according to the requirements above, and to document the types of instructor-to-student contact that take place via the third-party system.

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2. STUDENT-TO-STUDENT INTERACTION

Student-to-student interaction includes opportunities for students to initiate contact with other students and to have consistent, meaningful interaction with their peers throughout the course. Faculty are responsible for designing, facilitating, and encouraging such opportunities in their online and hybrid courses.

Distance Education Faculty Handbook

Refer to Appendix 1: Checklist for Regular & Effective Contact to ensure you are creating and designing learning experiences that require student to student interaction throughout the semester.

NOTE TO FACULTY WHO USE PUBLISHER CONTENT

1. Instructors who use third-party tools, such as publisher packs or other digital apps, must authenticate students through the college's learning management system (LMS).
2. Even when third-party tools are used for student-to-student contact, instructors must use the LMS to facilitate interaction according to the requirements above, and to document the types of contact that take place via the third-party system.
3. Gradebooks that are automated in other systems for assignments, quizzes, or knowledge check type activities should synchronize back to Lassen College's LMS or manually inputted into the district's LMS.

UNIVERSAL DESIGN & ACCESSIBILITY

Align to the principles of Universal Design in Education (UDE) as defined by the Center for Universal Design at North Carolina State University as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." Promoting the values of diversity and inclusion, UDE recognizes the full spectrum of user abilities and thus benefits all members of the college community. Courses created in accordance with Universal Design & Accessibility principles will:

1. Provide an uncluttered interface with consistent layout and navigation.
2. Avoid moving or flashing images and self-starting video or audio.
3. Prove useful to people with diverse abilities.
4. Accommodate a wide range of individual preferences and abilities.
5. Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

The Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act of 1973 require that all public institutions' electronic and information technology be accessible to persons with disabilities. At Lassen College, this means that all courses - whether face-to-face, partially online (hybrid), or fully online - must have accessible online content. See for accessibility resources. Accessible online content includes the following:

1. Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
2. Instructional videos will have accurate closed captioning.
3. Audio recordings will include transcripts.
4. Pages will use levelled headings (such as Header 2 for section headings) accessible to a screen reader.
5. Hyperlinks using meaningful link text rather than URLs.
6. Content will provide adequate color contrast (such as black on white background), font size such as 12-14).
7. Font style such as (Trebuchet MS or Tahoma) to ensure readability.
8. Any files (PDF, Word, PowerPoint) should be accessible.

Faculty who are unfamiliar with Accessibility Requirements are highly encouraged to complete the CVC-OEI Creating Accessible Course Content online class to become familiar with Accessibility Requirements. Reach out to our Instructional Designer to inquire as this is not an option or desire, but a requirement. As a starting point, instructors can refer to the Instructor Accessibility Guide section within this document to ensure content you are checking for accessibility.

PUBLISHER CONTENT

Distance Education Faculty Handbook

Title 5 regulations require distance education courses at Lassen Community College be delivered through the college adopted LMS, Canvas by Instructure. If your course requires students to engage with a publisher application within Canvas or a publisher website outside of Canvas, it should be accessible, require student authentication, and protect student privacy. In addition, faculty require students to purchase publisher content as a required component of the course, then the materials must comply with the following regulations:

1. "Students cannot be required to pay for access to electronic materials "designed primarily for administrative purposes, class management, course management or supervision" (Title 5, section 59400_b).
2. "Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase" (Title 5, section 59400_c).

For questions and concerns about regular and effective contact, accessible online content, and publisher content, contact the Lassen College Distance Education Committee Chair or your Division Chair for alignment strategies.

DISTANCE EDUCATION COURSE APPROVAL

Title 5 also requires an "addendum" to the course outline of record) be completed and approved before any new or existing course can be taught partially online referred to as hybrid) or fully online. Review Title 5, section 55206. At Lassen College, the Curriculum Committee, approves Alternate Modes of Delivery for all courses at Lassen College taught via hybrid, online, or even web-enhanced delivery. Contact your Division Chair if your course outline does not list online, hybrid, or web enhanced as a modality prior to using Canvas with your students.

LASSEN COLLEGE DISTANCE EDUCATION COMMITTEE

The Lassen Community College Distance Education Committee is working towards developing a Local Peer Online Course Review Team that will be dedicated to supporting alignment with distance education best practices that lead to greater student success, and that will help you best serve your students. Reach out to the Distance Education Chair for the current year if you have questions about the status of the local POCR Committee or are interested in learning more information, or if you wish to participate.

LOCAL PEER ONLINE COURSE REVIEW (POCR) PROGRAM

Lassen College is working on being a member of the CVC-OEI consortium. If you desire to have your online course(s) listed in the CVC Exchange and/or receive a Quality Reviewed "badge" for alignment with the CVC-OEI Course Design Rubric, please get involved. To achieve this, you are encouraged to keep abreast of, and once created, participate in LCCD's local Peer Online Course Review (POCR) program, in which a trained faculty mentor will help you align your course to each section of the rubric. In the meantime, for assistance and support designing and/or aligning your online course s) to the CVC-OEI rubric, contact the LCC Instructional Designer by visiting the Instructional Design Support Site on the LCC Portal.

In Appendix 3: CVC-OEI Course Design Rubric you will see the rubric that the Lassen College Local Peer Online Course Reviewers will use to guide feedback to faculty who wish to ensure their course aligns with all best practice standards. More information on the POCR Team will be posted to the Instructional Design Support Site on the Lassen College Portal, including how to submit your course for review and feedback from your colleagues. This process will be a collegial process, designed to assist you in your journey towards meeting high quality standards for all Lassen College online courses.

ONLINE & HYBRID COURSE REQUIREMENTS

Distance Education Faculty Handbook

Lassen Community College currently provides students the opportunity to take classes online. You have received this handbook because you are scheduled to teach one or more sections of online courses or are using online delivery as part of a hybrid class. Welcome! As an instructor teaching online, you play a vital role in providing instruction to students throughout Lassen County, California, and the United States.

This document serves as a primer and reference tool to assist you in build a quality online or hybrid course. It is not designed as a guide towards your faculty employment evaluation. For information related to evaluation of faculty teaching online and hybrid courses, please review the LCCD / LCFA Contract on the Lassen College Employment website for details on faculty evaluations.

While you may not be teaching face-to-face in a classroom, you must work to ensure that your online class matches the rigor and academic standards of a traditional face-to-face course. Your online course must also meet local, state, and federal guidelines for online education. This handbook is designed to make you aware of online-specific issues and regulations, guide you through the process of developing your course, and make you aware of the resources available on campus to make the transition to online instruction go as smoothly as possible.

As you start to create an online learning environment for your students, you need to be aware of Lassen College's own online course requirements as well as state and federal accessibility guidelines. Both the local course requirements and accessibility guidelines are based on state and federal regulations.

REQUIREMENTS FOR ONLINE CLASSES & MATERIALS

At Lassen College, all online courses must utilize a Canvas shell and include the following components or information as evidence of regular effective contact:

1. **Weekly Effective Contact:**
   See Regular and Effective Contact Checklist in Appendix 1 for requirements and recommendations on this component.
2. **Clear Explanations of Concepts:**
   Use the CVC-OEI Rubric and/or the CVC-OEI Recommended Communication Plan to effectively explain core concepts each week in your course.
3. **Weekly Lectures:**
   Lassen College expects that you will provide your own lectures, explanations, demonstrations, and information. This can be delivered a variety of ways, but keep in mind that PowerPoint slides alone are not sufficient because they often only highlight key words and phrases rather than providing complete explanations of a concept. Many faculty use Canvas Studio, Microsoft Sway, or typed lectures as are PowerPoint with notes, videos, Prezi with embedded audio and more.
4. **Accessible Course Materials:**
   Materials that are accessible to all students regardless of disability and meet the web accessibility standards outlined in Section 508 of the Rehabilitation Act.

REQUIREMENTS FOR SYLLABI (ONLINE CLASSES)

See the Appendix 2: Syllabus Template for Distance Education to see the required and recommended sections of your online Syllabi, which must include:

1. Information specific to online students, expectations, and communications.
2. All courses must have a syllabus posted to the Canvas Syllabus page.
3. The syllabus is a contract between students and instructors, so be sure to relate specific expectations to students.
4. The material in the Syllabus should be consistent with material in the approved course outline.
5. If you have additional questions about your course syllabus, contact your division chair or Academic Services.

6. A link to a web conferencing tool, such as Zoom or Microsoft Teams for Office Hours.

ACCESSIBILITY

Your online course must be accessible to all students regardless of whether they have a disability. The best way to design an accessible course is to make it accessible as you develop it; do not wait to find out whether you have a disabled student since your course must be accessible regardless of whether a disabled student is enrolled. Utilize Section D of the CVC-OEI Course Design Rubric for specifics, and the Instructor Accessibility Guide section within this document to guide you in meeting the requirements for all of your course materials.

COURSE OUTLINE

You can access your course outline from the LCC webpage through the search function. All courses must be taught according to the course outline. Although instructors may emphasize various parts of the course content for a course, all material included in the course content section of the outline must be covered. You may contact Academic Services to have a course outline emailed to you.

TEXTBOOK

The textbooks for each course are selected by the full-time faculty teaching the subject. While the course outline includes representative texts, including the textbook being used for all sections of the course, it is best to contact your division chair or the bookstore to confirm that the listed text is being used for online sections of the course and to help you contact the publisher so you can request instructor copies. It is especially important that you confirm the current textbook being used so that you can create a class that effectively utilizes the textbook. The bookstore can be reached at 530.251.8881.

STUDENT WORKLOAD

As you begin to plan for your online course, you need to keep in mind that the instruction offered online must be equivalent to a traditional classroom experience. Most of the courses taught online are three-unit lecture courses which, when taught in the classroom, must be taught for 51 hours. And, at the college and university level, for every hour students spend in class, they are expected to spend approximately 2 hours doing work outside of class reading, homework assignments, and the like). Although your students may not be sitting in class with you, it is still your responsibility as an online instructor to replace the 51 hours of classroom time for a 3-unit course, and 102 hours of outside time with an equal amount of time and work.

Plan approximately 150 hours of course-related work for your students for a 3-unit lecture course. The time requirements are consistent whether you are teaching a seventeen-week course or an eight-week course. If you are teaching a course that has lab or activity hours included in the unit's computation, then your weekly hours requirement may be different. If you are unsure whether your course is lecture or lab or a combination of both, please see the course outline or ask your division chair. All lecture hours must include 2 hours additional out-of-class time while lab/activity hours do not have the additional outside hours requirement.

MANAGING COURSE ROSTERS

Although you may never meet your students in person, you are obligated to maintain an active roster. This means that should a student cease participation in your class, they need to be dropped. Regular online participation is used to determine if a student is active or inactive. Check the People tab within your Canvas section, as well as your online Discussions to gauge your student online participation.

Distance Education Faculty Handbook

For current day-to-day rosters, access Web Advisor, Lassen Community College's online registration and enrollment system. Web Advisor is accessible through your portal from the Lassen Community College website at www.lassencollege.edu. To set up access to Web Advisor, or to change a password, contact the IT Office at 530.257.6181 x8703 or email Help help@lassencollege.edu.

You can watch the LCC Faculty Training – Emails to LCC Admissions video by using your LCC email and password to access and learn how to manage your course roster.

FIRST CENSUS

The first census date is the date that course rosters must be cleared of inactive students. For a 17-week course, first census is at the end of the third week of school. For a shorter course it is sooner. Online course instructors must rely on participation in the online classroom setting to determine if a student is active or not. Have regular weekly assignments and expectations for participation so you can determine if a student is still active in the course or not. Admissions and Records will email census rosters to you with specific instructions and due dates. It is particularly important that census rosters are submitted in a timely manner – five days after census date. Please contact Admissions and Records at lccadmissions@lassencollege.edu if you have any questions.

DROPPING A STUDENT FOR NONPARTICIPATION

You are encouraged to Raise a Flag in Starfish video accessible with your LCC email and password) throughout the semester if students miss multiple assignments, and ultimately you can drop a student who is no longer active in your class. See the LCC Faculty Training – Emails to LCC Admissions video to learn how. The last opportunity to drop students from your roster is printed on the first census roster, listed as Withdraw (W) Date, upper right-hand corner. For a 17-week course, it is the end of the 13th week of school.

You may not drop students after this date. Email the LCC Attendance Clerks at lccattendance@lassencollege.edu to request that students be dropped. When doing so, you need to include the course and section numbers, the student's name and student identification number, and the date the student became inactive in class.

TRACKING & SUBMITTING GRADES

In addition to submitting your Student Learning Outcome results, you must also track your grades in Canvas to keep students abreast of their earned scores on graded assignments. Any external third-party websites should ideally synchronize assignment scores back to Canvas, and most third-party publisher sites do just that. Reach out to your textbook publisher for instructions on how if you are unaware so that you are not working harder. If your external publisher resource or free app used within Canvas does not sync back to the Canvas Grades, then instructors should manually put those scores into Canvas so students are aware of their progress within your course as often as possible and as outlined in your Communication Plan.

HOW DO I TRACK AND REPORT STUDENT GRADES?

Instructors use Canvas Grades for posting student grades periodically within the semester as outlined in your Syllabus and/or Communication plan. Frequent and regular feedback is vital for student success.

GRADES OVERVIEW VIDEO

The Canvas Instructor Gradebook Overview video outlines the essential elements of tracking grades within Canvas. If you have specific questions, submit those to the Canvas Instructure Support using the Help menu within Canvas or reach out to the Instructional Designer using the Instructional Design Support Site to understand exactly how to track and report student progress.

CANVAS GRADES INSTRUCTOR ARTICLES

Visit the Canvas Instructor Guide Grades section to learn how to grade student work using Canvas' Speed Grader feature or directly within the Grades feature of Canvas. If you are having questions about how Canvas is calculating your grades, contact the Lassen College Instructional Designer by making an appointment.

SUBMITTING END OF SEMESTER GRADES IN WEB ADVISOR

Prior to the end of the semester, Admissions and Records may contact you for a Grade Report. You will submit grades using WebAdvisor (see Rosters above). If you submit grades using WebAdvisor you are still required to either submit the signed paper copy to Admissions and Records or email lccadmissions@lassencollege.edu to verify that you submitted grades online.

Grades are due five business days following the last day of the semester. Failure to submit your grades in a timely manner affects students and may limit future teaching opportunities for you. Make it clear in your syllabus and timeline that all work must be submitted prior to the end of the semester to be included in final grades.

INCOMPLETES

Incomplete academic work for unforeseeable emergencies and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The instructor, using the forms provided by Admissions and Records Office, shall state the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This form must then be sent to a student for a signature as confirmation of the student's knowledge of all conditions necessary for completion of the "I" grade. If the form is not received back from a student prior to the date grades are due, an "I" cannot be issued. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit, determined by the faculty but not to exceed one year, for completing the work has passed. The "I" may be made up not later than one year following the end of term in which it was assigned.

HOW TO SUBMIT GRADES IN WEB ADVISOR

Watch the LCC Faculty Training – Submit Grades Using Web Advisor video to learn how to submit your grades through the Lassen College Portal. When accessing the linked video above, you will be required to login with your Lassen College email and password.

1. Log into MyLassen portal via the following URL.
   o https://mylassen.lassencollege.edu
2. Go to the **WebAdvisor** webpart at the bottom of the Employees home page
3. Click the **Faculty Menu**
4. Click **Faculty Information**
5. Click **Grading**
6. On the **Grading menu** select the Term and then click the Submit button
7. Select **Final** on the **Final** or **Midterm/Intermediate** Grading drop down menu
8. Select the course section that you want to grade and click the **Submit button**
9. Complete grades for all your students and then click the **Submit** button
10. On the **Grading Confirmation** form, review your entries.
11. Click **OK** when finished
12. After submitting grades, future changes must be completed through the Admissions & Records office.

   *** NOTE: There is a 20-minute timeout for all WebAdvisor sessions. Please have all grades calculated before beginning this process. ***

TIPS FOR SUBMITTING GRADES

1. Have your grades ready to enter and all grade calculations completed.
2. The session time out is 20 minutes if your WebAdvisor page is idle.
3. You need not submit grades for all students in the same session. For example, if some student grades ready finalized and ready to submit, you can submit those, and return later to finish the rest of your students.
4. Once grades are submitted and verified by the system, you cannot change the grade online.
5. You must complete a grade change in Admissions & Records.
6. Incomplete Grades you can currently do via the web are:
   o IA Incomplete to A Grade
   o IB Incomplete to B Grade
   o IC Incomplete to C Grade
   o ID Incomplete to D Grade
   o IF Incomplete to F Grade

If submitting an incomplete, a completed by date is required. After that date, the Incomplete will change to that grade if no other grade is provided to A&R before then.

STUDENT LEARNING OUTCOMES

Each semester you are required to assess one or more of the Student Learning Outcomes within your Course Outline of record. The SLO assessment results are submitted using guidance provided by your Division Chair or Student Learning Outcomes Coordinator at the end of each semester.

WHAT ARE STUDENT LEARNING OUTCOMES?

Student Learning Outcomes, often referred to as SLOs state what a student can do at the completion of a course or course assignment. An SLO is a statement of expectation that articulates:

1. What students will know, do, or think/feel because of our interaction with them

2. Specifies how learning will be assessed, and

3. Documents the results of assessment and how those results will be used to improve learning

Objectives are small steps that lead toward a goal while student learning outcomes ARE the GOAL See pages 14-15 of Curriculum Handbook Links to an external site.) for discussion of objectives and outcomes)

According to the SLO Glossary produced by ASCCC in 2010, SLOs describe a student's ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they have learned. SLOs usually encompass gathering of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities. ASCCC, 2010, p. 13). An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area such as the library).

LOCATING STUDENT LEARNING OUTCOMES

Student Learning Outcomes are listed in the Course Outline of record. Download the Course Outline to determine the established Student Learning Outcomes for your course. Then plan to assess and then report on your SLOs. More information on SLO assessment is found in the Student Learning Outcomes Assessment section of this guide.

REVISING STUDENT LEARNING OUTCOMES

Many faculty question whether the SLO must remain as stated in the course outline. SLOs can be revised but **doing so requires Curriculum Committee action.** Curriculum Revision forms are located in the, "Documents" section on the Academic Services page in the portal Links to an external site.)**.** Contact your division chair if you believe an SLO needs a revision to assist with the needed Curriculum Committee changes.

ASSESSMENT PLAN

SLOs are specific measurable outcomes that are expected after a learning experience. Therefore, an assessment tool must be found or developed that can yield data that determines whether that outcome has taken place. In other words, the assessment tool should be able to inform you whether students can really do what the SLO states. According to *the Guiding Principles for SLO Assessment* 2010), Principle 1: "Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential" (p.9).

As mentioned previously, only faculty have the necessary expertise, training, background, and experience necessary to develop effective methods of SLO assessment for their courses and programs. At the beginning of each semester faculty prepare and submit an SLO Assessment Plan for each class within one week of the first meeting of the class.

CREATING YOUR SLO ASSESSMENT

In *The Concept of Formative Assessment*, Boston 2002) offers the following explanation and definition of the concept of assessment: "Black and William 1998b) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning" p. 8).

There are many different modes of assessments. See the SLO Handbook approved in May of 2021 for details on different types of assessment tools. For example, you can use a Capstone Assignment, Comprehensive Exam, Licensure Exam, Portfolio, Discussions or Series of Discussions, a standardized test, a pre-test and post-test, a portfolio, a writing exam, a written assignment, a thesis or project, a video, and much more.

REPORTING STUDENT LEARNING OUTCOMES

At the end of each semester, you will be required to report on how many students were assessed and how many met the outcome identified for your course.

As of Spring 2022, Lassen College is looking at alternative methods of measuring student learning outcomes, which includes software solutions. Keep updated on the SLO Assessment Processes throughout the 2022-2023 Academic Year and beyond for updates. This may include Canvas, but will include faculty guidance, training, and support as we transition to a new SLO tool.

For questions about how to report on the results of your SLO assessments, please contact Academic Services, your Division Chair, or the current year SLO Coordinator for the process for the current academic semester.

LIBRARY RESOURCES FOR DISTANCE EDUCATION

Distance Education Faculty Handbook

Distance learning students are entitled to library resources and services equivalent to those offered on campus. The Lassen College Online Library is embedded inside of every course inside of Canvas on your Course Navigation, which makes it easily accessible for students should faculty wish to create research projects or require students to do research online.

Services for LCC distance students include:

- Reference and research assistance via phone, email, and Zoom
- Access to all library online holdings, including 100 databases; academic journal magazines and newspaper articles; streaming movies; textbooks; and e-devices
- Tutorials on using library resources
- Citation assistance
- Access to over 200,000 eBooks
- Subject guides for LCC courses
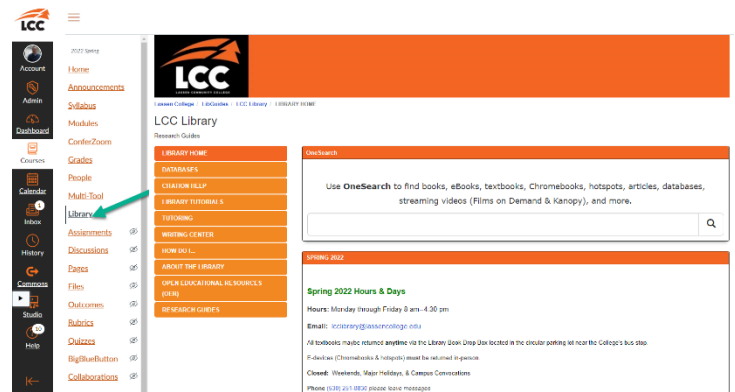
Have students visit the Lassen College Library website for assistance in locating the above resources.

Lassen Community College Library

P O Box 3000, 478-200 Highway 139
Susanville, CA 96130
 530) 251-8830
lcclibrary@lassencollege.edu

PREPARATION FOR ONLINE TEACHING

Prior to teaching a distance education course in the Lassen Community College District, whether fully or partially online, the LCC Distance Education Committee recommends faculty teaching in this modality successfully complete a professional facilitated or self-paced development program in online pedagogy. In addition, faculty should complete a course on using the Lassen College Learning Management System, Canvas, as well as related technologies utilized in Distance Education. The California Virtual Campus Online Network of Educators offers Course Catalog is constantly being updated and offers professional development courses in both online pedagogy as well as teaching with Canvas.

At a very minimum, completing the Self-Paced distance instruction training is recommended. If you do not have time to complete or prepare to teach online, we recommend you reach out to Lassen College's Instructional Designer by visiting the Lassen College Instructional Design Support Site and make appointment for assistance, especially if you have not completed the professional development to independently administer and update your online course in Canvas. Request an appointment as soon as possible to get assistance in aligning your course to best practices.

Faculty may use this guide as a starting point to begin learning how to use Canvas, including learning how to use Canvas & other educational technology tools. Go to page 9 in the section titled Creating Your Online Course within this guide to start learning.

CVC/@ONE COURSES

Distance Education Faculty Handbook

For faculty seeking professional development training in distance education, the California Virtual Campus (CVC)/Online Network of Educators (@ONE) offers facilitated and self-paced online courses for all levels of experience. A range of topics are offered including introductory courses in Canvas, course design fundamentals, authentic assessments, and how to create accessible course content. Many courses are free with many being extremely low cost. Professional Development hours for Flex Day may be claimed. Training funds may be available to cover costs. To view the course offerings via the Online Network of Educator's website.

ONLINE TEACHING AND DESIGN CERTIFICATES OF COMPLETION

Lassen Community College faculty are not required to pursue a certificate in online teaching, or complete distance education training to teach a DE class; however, the district has the right of assignment, and the Distance Education Committee suggests faculty invest in obtaining training in online pedagogy and teaching online. Specifically, pursuit of California Virtual Campus Certificate in Online Teaching & Design.

For questions about preparing for online teaching, contact your Division Chair or Lassen College's instructional designer by visiting the Lassen College Instructional Design Support Site. Many resources are available, including Self-Paced Learning opportunities, making an appointment, and submitting work requests to support your online course.

COURSE DESIGN BEST PRACTICES & QUALITY DESIGN

Completing the training in online pedagogy and technology will assure you have the skills, knowledge, and abilities to construct a high-quality online course. In addition, the process will introduce you to the CVC-OEI Course Design Rubric.

In November of 2019, Lassen College's Academic Senate adopted the California Virtual College-Online Education Initiative or just CVC-OEI; otherwise known as the CVC-OEI Course Design Rubric, as a recommended practice. Using the rubric to guide your course design will give you the confidence you need that the course you deliver to students contains all the necessary best practice elements.

In addition to the implementation of best practices in your online course, another consideration is maintaining equity in your online teaching. If you desire to ensure your course aligns with best practices for equitable teaching, you can use the Peralta Community College Online Equity Rubric until the Lassen College Academic Senate adopts or suggests use of a similar rubric.

CREATING YOUR ONLINE COURSE

For resources and support for online teaching, visit the LCC Instructional Design Support Site to make an appointment, submit a work request, receive assistance, or get coaching on aligning your course in all areas. You can also visit the Self-Paced learning to come up to speed with the district's Learning Management System, Canvas and related LTI Integrations. Canvas support is available 24/7 for LCCD faculty by visiting the Help icon within Canvas.

RESOURCES & SUPPORT FOR TEACHING ONLINE

This section was designed to bring faculty up to speed with Canvas, the Lassen College LMS, or Learning Management System, as well as the related LTI Learning Technology Integrations tools available within Canvas that are currently available for faculty.

CANVAS SELF-PACED LEARNING RESOURCES

CANVAS LEARNING MANAGEMENT SYSTEM

Distance Education Faculty Handbook

Canvas offers a number of tools to manage your online or hybrid course. They also offer a great series of self-paced learning videos and guides to help you get well on your way to learning how to use Canvas. Lassen College faculty have also conducted several Flex Day Trainings that cover most things Canvas.

Click any of the hyperlinks described below to watch videos and learn on your own.

1) Canvas Instructor Video) Guides: This page on the Instructional Design Support Site provides several videos, including specific tools in Canvas.
2) Canvas Instructor Written Document) Guides: This Canvas page provides links to the Canvas and other LTI Integrations Instructor Guides on tools that we have available at Lassen College for faculty.

OTHER TOOLS WITHIN CANVAS SUPPORTED SOFTWARE, APPS, AND OTHER LTI INTEGRATIONS)

Currently, the following additional tools, which are Learning Technology Integrations are licensed and already installed and available in Canvas for use by Faculty. A concise description of each is provided below. Links to help documentation are provided for each integration. Support for each tool are available via the Lassen College Self-Paced Learning Site on-demand or via appointment with the Lassen College Instructional Designer.

- **Canvas Studio** is a communication tool that allows instructors to create or use existing online videos with the added benefit of engaging student learning with interactive knowledge checks. Studio can enhance student active in asynchronous video, increase regular and effective contact, and to evaluate student engagement in video-based activities, such as instructor-made online videos and/or lectures or use of existing YouTube videos.
- **Labster** provides learners with a realistic virtual lab simulation before they run any physical experiments.
- **Design Tools by DigiLabs is** a newly created LTI tool in Canvas that improves student interactivity, visual quality, consistency, and accessibility of your course content while enabling your instructional designers and instructors to do more in less time. It also allows non-technical users the ability to insert advanced HTML elements into all things Canvas.
- **NetTutor** Online tutoring and writing center available for all students via Canvas 24 hours a day, 7 days a week.
- **Turnitin** is a tool often thought of as a Plagiarism Checker; however, Turnitin allows faculty to teach students how to properly cite sources, how to write more effectively, and more.
- **Respondus Testing Software:** Lassen College Information Technology Department installs this software, which allows faculty to easily create exams, question banks. Using the textbook ISBN number, instructors can easily bring in textbook publisher test banks and publish them directly to Canvas.
- **Microsoft Sway** is a presentation tool that allows faculty to create accessible presentations for use with students. This tool is *not* currently integrated within Canvas, but is part of the Microsoft Office365 Suite, accessible through your Lassen College issued Outlook account. Sways can integrate PowerPoint slides, videos, Microsoft Forms for quizzing or surveying students), and can easily be embedded within a Canvas page for students to access.

INSTRUCTOR ACCESSIBILITY GUIDE

The requirement is guided by Section 508 of the Rehabilitation Act 29 U.S.C. § 794d), which requires that Federal agencies' electronic and information technology is accessible to people with disabilities, including employees and members of the public.

Accessibility is not optional in an online class and is *not* something that can wait until a later time. Much like a restroom should already contain the facilities needed to accommodate a person with a disability, so do all web pages. Fortunately, there are many resources contained within Canvas to assist with identifying problems, as well as ways to rectify the issues and make your Canvas Online Course accessible, meeting the requirements in Section 508.

CANVAS ACCESSIBILITY

The Pope Tech Instructor Accessibility Guide for the Canvas LMS platform reviews Canvas pages for potential accessibility errors and prompts content authors with the necessary changes to fix issues. Powered by the same rules as the WAVE accessibility checker, the Instructor Accessibility Guide helps instructors make changes directly within their Canvas pages to create more accessible content.

HOW IT WORKS

One challenge in using browser-based accessibility evaluations tools is that the entire page is reviewed. In the Canvas LMS environment, this means all the content you create as an instructor AND all the other page layout content is reviewed for accessibility issues. The problem is how do you know which errors and issues you can change versus errors that are part of the platform itself.

The Instructor Accessibility Guide is added to Canvas pages by adding JavaScript code to the custom theme editor. Once added, a Pope Tech icon will appear next to the Save button for any WYSIWYG editor in the Canvas platform. Pressing the Pope Tech icon will launch the guide on the right side of the page.

HOW TO USE POPETECH'S ACCESSIBILITY CHECKER

Watch Pope Tech Accessibility Checker video to learn the basics about checking your Canvas content for Universal Design and compliance with Section 508 of the Rehabilitation Act.

CANVAS RICH CONTENT EDITOR ACCESSIBILITY CHECKER

Canvas also provides an Accessibility Checker within the Rich Content Editor for instructors to use to support knowledge on making their content accessible for students with disabilities. This tool displays errors when in Edit Mode when editing content on any page, announcement, quiz, or other Canvas Tool.

DOCUMENT ACCESSIBILITY

External documents, including Microsoft Word files, PowerPoint files, Excel documents, and PDF files shared within a course must meet their own individual accessibility requirements.

1. Microsoft Word Accessibility Article by Microsoft.
2. Microsoft PowerPoint Accessibility Article by Microsoft
3. Microsoft Excel Accessibility Article by Microsoft
4. Adobe PDF Accessibility Article by Adobe.

ACCESSIBILITY PROFESSIONAL DEVELOPMENT

CVC-OEI also offers self-paced courses on Accessibility. View the Accessibility Essentials micro-courses and enroll in a course today to learn how to ensure your courses meet accessibility requirements.

WHERE SHOULD NOVICE FACULTY START LEARNING HOW TO USE CANVAS?

Canvas Instructor Video) Guides: The videos outlined below show how to do all things Canvas. The Distance Education Committee recommends that new faculty who have never used Canvas watch these videos in the order listed.

1) Canvas Getting Started Video is a broad overview of what Canvas can do for instructors.

2) Canvas Syllabus Video: Learn how to post your Syllabus to the Canvas Syllabus page, with the added functionality of automatically displaying Grades, Assignments, Quizzes, Pages, & Discussions and other course activities automatically display on your Syllabus page.

3) Modules Overview Video: This video demonstrates how to use Canvas Modules. All weekly course content should be organized within a Module to align with the CVC-OEI Rubric, which organizes all files, assignments, discussions, and pages you share with students. In fact, you can almost build your whole course using Modules.

4) Discussions Overview Video: This video shows how to use the most common communication tool, Canvas Discussions to ensure you have regular and effective contact with students.

5) Assignments Overview Video: This video demonstrates how to add assignments in Canvas as well as options for students to turn in their assignments for grading.

6) Quizzes Overview Video: Quizzes allow instructors to deliver timed quizzes to measure student learning. True/false, multiple choice, matching, essay, fill-in the blank, and many more questions are available for faculty use.

7) Files Overview Video shows how to start loading files to share with students.

8) Canvas People Video: Shows you your list of students enrolled in the course as well as their last activity and student email addresses. Additionally, you can get reports of student login activity and interaction reports to determine which students are participating in the course.

9) Announcements Overview Video: Learn how to post an announcement to your Canvas class, which also emails students notifications. Use this to help create regular and effective contact with your students.

10) Canvas Grades Video: These videos will show you how Grades work to provide students feedback and grade their assignments.

   a. Grades Overview Video: Gives a broad overview of how to Grade assignments, quizzes, discussions, and much more.

   b. Canvas Speedgrader Video: Demonstrates how to use your To Do List or from within an Assignment, Discussion, or Quiz to grade and provide feedback on papers submitted by students.

   c. Rubrics Overview Video: Demonstrates how to create a rubric within Canvas to grade student papers and provide them feedback in a productive, speedy way.

All other Canvas Instructor Video Guides can be found on the Lassen College Instructional Design Support Site Canvas Help page.

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APPENDIX 1: CHECKLIST FOR REGULAR AND EFFECTIVE CONTACT

Adapted as created by: Maritez Apigo, CCC Instructional Designer & English Professor

The Lassen College Distance Education Committee, upon recommendation from DECO, suggests that faculty complete the 10/10/10 Course to ensure you are aware of the guidelines for regular and effective contact. The *10/10/10 Communication That Matters*, is designed to ensure faculty exceed today's regular and effective contact standards; however, if implemented fully, faculty can be assured they will exceed the regulatory requirements now, and into the future.

In the meantime, following the checklist items will assist you in determining whether you are meeting the regular and effective contact requirements.

FACULTY-TO-STUDENT CONTACT

1. ESTABLISHING CONTACT

- ✓ Email a welcome letter 1 week prior to the course start date to guide students how to begin the course successfully. Make sure to archive your welcome email in your orientation module and/or announcements for late add students
- ✓ Include a plan or policy for regular and effective contact i.e., a Communication Plan in your syllabus and orientation module. See the CVC-OEI Example Communication Plan directly after this checklist
- ✓ Send an announcement on the first day to remind students that the course has started and answer common day one questions, including where to start
- ✓ List all contact information methods in multiple places homepage, syllabus, communication plan, orientation module, etc. along with your response time of 24-48 hours
- ✓ If possible, provide a captioned video to welcome students recommended

2. MAINTAINING CONTACT

- ✓ Send out 1-3 weekly announcements
    - ✓ An initial announcement to help students prepare for what's coming up in the week
    - ✓ A mid-week announcement reminding students to stay the course, that grades have been posted, etcetera
    - ✓ A closing announcement with input for students on how to improve or continue their progress in the course
- ✓ Response times to student emails, discussion replies, and questions should be no later than 48 hours from receipt of a student message, but ideally sooner
- ✓ Respond to students who ask questions in the questions forum within your stated response times.
- ✓ Communicate with individual students via email, Canvas inbox, within Discussions, or via the Canvas Chat within your stated response times
- ✓ Hold online office hours during your stated times
- ✓ Instructor participation in required discussions or other student-to-student interaction activities
- ✓ Provide timely and frequent, meaningful, and individualized, qualitative, and quantitative feedback on student work within your stated response times
- ✓ Contact students who need help or are falling behind
- ✓ Inform students and your manager when you cannot have regular effective contact for any reason and inform them again when it does resume

STUDENT-TO-STUDENT INTERACTION

To create regular and effective student-to-student interactions, do the following:

3. ALL OF THESE SMALL-SCALE INTERACTIONS:

- ✓ icebreaker or introduction activity in week one
- ✓ ongoing question forums with student replies for each week of instruction
- ✓ cyber cafe/student lounge/water cooler/study groups activity
- ✓ allow comments on announcements

4. PLUS, 1 OR MORE OF THE FOLLOWING STUDENT-TO-STUDENT INTERACTIONS

- ✓ weekly discussions with required student-to-student interaction
- ✓ group discussions with required student-to-student interaction
- ✓ group assignments with required student-to-student interaction
- ✓ group presentations
- ✓ group projects
- ✓ peer reviews
- ✓ activities with required student-to-student interaction Flipgrid, etc.
- ✓ collaborative annotation assignments with required student-to-student interaction
- ✓ student video assignments with required student-to-student interaction
- ✓ Zoom for synchronous student-to-student interaction activities

CVC-OEI EXAMPLE COMMUNICATION PLAN

There are several ways to stay in communication with students. An important part of this is to make sure you have advised students how and when they can expect to hear from you. This is just an example of a "communication plan." Feel free to customize to suit your individual course. For example, short under 3 minutes) weekly video check-ins are a great idea but if you will not be using those, remove that section.

Add this plan to your syllabus and orientation module. The HTML code is provided in Appendix 4 for your orientation module in Canvas. The red ALL CAP text describes where to put a suggested link. Delete the red text from your course page before publishing.

NOTE: Many instructors might be using this page as a model. You may want to edit the two introductory paragraphs so they are more in your own words just so your students do not come across the exact same text in multiple courses. ;-)

[Page Title, something like: *How Will We Be Connecting?* OR *Our Communication Plan*]

OUR COMMUNICATION PLAN

I value an interactive and personal learning environment and I intend to harness the technological tools available to us to communicate with you in a variety of ways.

I want to make sure you know that you are not alone in the course. I care about you, I care about the challenges you face, and I care about supporting

your learning. Here are some of the ways I will connect with you throughout the semester:

"INTRODUCTION" DISCUSSION

Think of this discussion [LINK TO YOUR INTRO DISCUSSION] as our first-class period. It is the first time that we will virtually *meet* and start getting to know each other as unique and multifaceted individuals. [If this is a required activity, let them know.]

MODULE DISCUSSIONS

I monitor these discussions daily and will chime in with opinions and clarifications as it seems appropriate. The Student Q&A forum is where I encourage you to post ordinary questions about the class - and feel free to answer someone's question when you can!

WEEKLY VIDEO-CHECK IN

Every week, I will record a brand-new video for you where I briefly preview that week's module. I might also share a story, recommend an app, give props to a class member, or mention something about [YOUR COURSE TOPIC] I saw in the news.

GRADEBOOK FEEDBACK

Not only will you find your grades and rubric scores in our gradebook [LINK TO GRADEBOOK], but I also use the comments feature to ask questions and spark further conversations about your ideas and contributions. I do my best to grade assignments and offer feedback within 5-7 days.

ANNOUNCEMENTS

When I come across information, I think will be valuable for you, I will post it as an announcement. [LINK TO ANNOUNCEMENTS] Some of these posts relate to [YOUR COURSE TOPIC] specifically, but some will feature useful resources that will help you as a student or as a human being. If we need to make any changes to our semester schedule, I will also post these in the announcements area.

WEEKLY OFFICE HOURS

I set aside **XX** hours each week to be available to you if you need me. Check out this semester's syllabus [LINK TO SYLLABUS] for specific days and times as well as a link to connecting with me. [You could also put the info right here, so they do not have to click anywhere else. If you will be using Zoom or some other video conferencing software for office hours, let them know.]

CANVAS MAIL

If I need to get a hold of you this semester, I will contact you through Canvas mail. You can access this feature by clicking "Inbox" in the left-hand global navigation bar.

APPENDIX 2: SYLLABUS TEMPLATE FOR DISTANCE EDUCATION COURSES

For Lassen College Requirements see the Syllabus Checklist Minimum Requirements for Online Instruction. The template below is consistent with the minimum requirements, but has key CVC-OEI Alignment areas, including the sections on Canvas Help, Online Readiness Tutorial links, and is structured to meet Section D of the CVC-OEI Rubric.

[COURSE ID] COURSE SYLLABUS

LASSEN COMMUNITY COLLEGE

COURSE INFORMATION

- **[INSERT COURSE NUMBER AND TITLE]**
- **[INSERT SEMESTER AND YEAR]**
- **[INSERT DELIVERY METHOD]** Face-to-Face with Web-Enhancement via Canvas, Hybrid, or Online
- Room #: **[INSERT ROOM NAME/NUMBER]**
- Class Meeting Days, Time:

COURSE DESCRIPTION

[INSERT COURSE DESCRIPTION FROM THE COURSE OUTLINE]

RECOMMENDED PREPARATION:

Successful completion of **[INSERT PREREQUISITE COURSE]** or equivalent assessment placement.

INSTRUCTOR CONTACT INFORMATION:

- Instructor Name: **[INSERT INSTRUCTOR NAME]**
- Instructor Email:
  - **[Full time faculty, insert LCC email, LCC phone]**
  - **[Adjunct faculty, insert LCC email and Academic Services Phone 530-251-8819]**
- NOTE: All communications from students, whether via email, online discussion, or Canvas Inbox will be returned within 48 hours.

OFFICE LOCATION & HOURS

- By Appointment: [**INSERT INSTRUCTOR EMAIL]**
- Zoom / Microsoft Teams Meeting Link: [**INSERT ZOOM LINK OR INSTRUCTIONS FOR STUDENTS]**
- Email: [**INSERT INSTRUCTOR EMAIL]**
- Scheduled Days/Times: **[Full time faculty, insert posted office hours, Adjunct Faculty, optional]**
- Office Hours Room Number: [**INSERT INSTRUCTOR OFFICE HOURS ROOM]**

INSTITUTIONAL LEARNING OUTCOMES

Upon the completion of any course, educational activity or program, the student will demonstrate improvement in one or more of these areas:

- **Communication-** Ability to listen and read with comprehension and the ability to write and speak effectively.
- **Critical Thinking-** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
- **Lifelong Learning-** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
- **Personal/Interpersonal Responsibility-** Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment

STUDENT LEARNING OUTCOMES

Upon completion of this course, you will be able to:

1. [INSERT STUDENT LEARNING OUTCOME # 1 FROM THE COURSE OUTLINE]
2. [INSERT STUDENT LEARNING OUTCOME # 2 FROM THE COURSE OUTLINE]
3. [INSERT STUDENT LEARNING OUTCOME # 3 FROM THE COURSE OUTLINE]

COURSE OBJECTIVES

[INSERT COURSE OBJECTIVES FROM THE COURSE OUTLINE]

NEED TECHNICAL HELP?

If you have any questions or problems regarding Canvas or your Portal, please contact the Lassen College Help Desk:

- Phone: 530) 251-8844
- Email: help@lassencollege.edu

You can also click the Help tab within Canvas 24 hours a day, 7 days a week. Help is located on the global navigation menu on the left side of your navigation menu.

COURSE CONTENT QUESTIONS

Students are encouraged to contact me or make an appointment via Office Hours outlined previously with any questions or problems that may arise during the semester. I have dedicated office hours to meet with students. You are also encouraged to contact me via email if you need assistance. I am willing to assist you in any way I can. Most problems can be resolved through active communication.

ONLINE COURSE READINESS

To ensure you are prepared to take an online class, you will need to have:

- ✓ A computer and Internet access.

- ✓ The ability to send and receive e-mail. Lassen College issues you a student email, and this will be the default email address Canvas uses to send you notifications! You can change your notification preferences using the article later in this syllabus.
- ✓ Experience with using the Internet with a web browser such as Firefox®, Edge, or Google Chrome are widely used browser.
- ✓ Experience with Internet search engines such as Google or Yahoo.
- ✓ A word processor such as Microsoft Word, WordPerfect, WordPad, or similar.
- ✓ Knowledge or willingness to learn Canvas, the online learning management system.
- ✓ Detailed instructions will be provided to each student.
- ✓ Motivation to set aside time each week to allow you to work on this course.

If you have never taken an online class, I would recommend that you complete all six of the following tutorials designed for all students who have never taken an online class or who are not sure whether online is right for them. Do this now so you are not surprised later in the class when it may be too late to drop!

1) Introduction to Online Learning Online Tutorial
2) Getting Tech Ready
3) Organizing for Online Success
4) Online Study Skills and Managing Time
5) Communication Skills for Online Learning

REQUIRED COURSE ASSIGNMENTS

Below are your course assignments for the semester by week. Due dates of each display in the Course Summary section of Canvas and will update individually for students in cases I allow an extension on any due date.

Week	Module Name	Readings	Discussions	Quizzes/Exams	Other Assignments
1	Module 1: Getting Started	Canvas Orientation, Syllabus Review, Getting Started	Discussion 1: Introduce Yourself		
2	Module 2: INSERT MODULE TITLE	INSERT READING ASSIGNMENTS	INSERT DISCUSSIONS	INSERT QUIZZES OR EXAMS DUE	INSERT OTHER ASSIGNMENTS

GRADING CRITERIA & SCALE

Your final grade is determined as follows. All assignments are worth the [INSERT POINT VALUES OR % OF EACH GROUP] outlined below.

Assignment / Assignment Group	Points / % Weights

Assignment / Assignment Group	Points / % Weights
Total Points / Percentage	X points / 100%

SCALE:

- 90% -100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- <60% =F

COURSE TEXTBOOK REQUIREMENTS

Insert course textbook author, "name of textbook," Edition of Textbook, year, publisher, and ISBN number.

ATTENDANCE POLICY

All course activities, including sequence of events can be seen in your course Syllabus, as well as within your course Modules within Canvas. Attendance and participation include logging in and completing requirements, reading course announcements, participating regularly in course discussions, and completion of all your course requirements.

Because this is an online course, we do not take role; however, we do monitor your participation in all activities using tracking mechanisms provided in our Learning Management System, Canvas. The system allows me, as your instructor, to see exactly how much time you are spending online and what assignments you have open and are progressing in.

To do well, you should be logging in multiple times per week to stay on top of your class. I will post announcements regularly and send messages to students who are not staying on top of their assignments. We do have due dates listed for each assignment right here in Canvas. If you are not participating weekly, you may be dropped from the course.

HOW DO I ATTEND MY ONLINE OR HYBRID CLASS?

[INSERT ADDITIONAL REQUIREMENTS SUCH AS SYNCHRONOUS ZOOM MEETINGS, FACE TO FACE SCHEDULED MEETINGS]

1) Login to check emails, announcements, and to participate in each Discussion each week regularly.
2) This counts as your attendance each week.
3) Make sure you login and make plans to be online throughout the week as indicated in your course due dates and outlined in this Syllabus.
4) Complete all items in your class modules in Canvas.

COMMUNICATION PLAN

Distance Education Faculty Handbook

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CANVAS MODULES

Canvas is the platform we use at Lassen Community College to deliver the online portion of your course. I have helpfully organized your class into Learning Modules to keep you on track. Check your announcements, student email, and the course Modules regularly to stay abreast of your requirements and assignments.

I have put requirements in your Modules to:

- **View**– Just read the page and do what the page indicates.

- **Mark Complete**– locate the checkbox as directed in the instructions on the top right corner to mark the item complete, which let's me know as your instructor you have completed that assignment.
- **Submit**– means an assignment, quiz, or discussion is due using the tool indicated. Generally submitting something means it is worth points and you can expect to see Grades updated based on an item you Submit.

TIMELINESS

- Assignments must be received by the date due listed in the Course Summary section in Canvas.
- Work received after the due date is considered late.
- [INSERT LATE ASSIGNMENT POLICY]

EXTRA CREDIT

[INSERT POLICY ON EXTRA CREDIT]

INCOMPLETES

By law, incomplete grades may only be given for verifiable emergencies at the instructor's discretion.

- I will only decide to issue an incomplete grade if a student has a significant emergency after the final drop date AND the student is on track to pass the class.
- If I do decide to assign an incomplete grade, it is your responsibility as a student to communicate with me and verify all conditions for completion of the coursework, including the amount of time allowed for completion.
- If I cannot confirm conditions with you, I will not assign an incomplete.
- I do not allow any more than a semester to finish an incomplete.
- If you are unable to complete a class for any reason prior to the drop date, then it is your responsibility to drop the class.

ACADEMIC HONESTY

Academic honesty is essential! Lassen Community College students are expected to conduct themselves according to the Student Rules of Conduct and the LCC Honor Code. All students are expected to complete their own work. Copying others, not doing your own work, giving insufficient credit for the ideas or words of others, or presenting another's words, ideas, or language as your own is considered plagiarism. In cases of suspected cheating or plagiarism, the student will receive a zero (0) grade for the assignment in question with no opportunity for makeup. If cheating or plagiarism persists or is suspected from the same student on more than one assignment, this instructor will consider giving the student a failing grade for failing to adhere to the standards expected of students. Strive to be academically and intellectually honest. If you have any questions about using or citing someone else's material, please see me about it.

ONLINE DISCUSSIONS NETIQUETTE

Online courses promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a learning environment – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others. If your online responses, discussions, or behavior is disrespectful to anyone in the class and you do not respond accordingly to a single gentle reminder you may be removed from this course.

DISABLED STUDENTS' PROGRAMS AND SERVICES

If you are a student with a disability who may need accommodations, please visit the Lassen College DSPS Website for contact and additional information. You can submit necessary accommodations directly to me and I will work to ensure they are implemented in at timely fashion for you.

HOW TO USE CANVAS

CANVAS TECHNICAL HELP

Canvas is where course content, grades, and communication will reside for this course.

- lassencollege.instructure.com is the direct URL for this course. Take a moment to bookmark this.

- For Canvas, Passwords, or any other computer-related technical support contact the IT Service Desk.

  - Email: helpdesk@lassencollege.edu

  - Phone: 530) 251-8844

- Canvas Helpdesk Agents are ready to assist you 24 hours a day, 7 days a week. You can chat with them now by going to Canvas Helpdesk's Website. also always available on the Help Icon on the left navigation menu).

Click the Help button in canvas to begin chatting immediately with a live representative if you're having trouble or email me directly with any concerns. I have included some links to articles for success on Canvas below.

HOW DO I WORK WITH CANVAS MODULES?

Your course will be helpfully organized in Canvas Modules. Click any of the below articles to learn how to this tool works.

- How do I view Modules as a student?
- How do I mark a module item as done for a module requirement?

CHECKING YOUR GRADES

I will post grades for individual assignments in Canvas. Quiz grades will often automatically post once you are finished. The following articles will help you learn how to check your grades in Canvas.

- How do I view my grades in a current course?
- How do I use the icons and colors in the Grades page?
- How do I approximate my assignment scores using the What-If Grades feature?

HOW DO STUDENTS RECEIVE INSTRUCTOR MESSAGES?

I will post frequent announcements and send you email messages through Canvas. By default, the notifications and emails will be sent to your Lassen College issued email address; however, you can change these notices to send messages as a text message or to forward them to your personal email. You can decide how you want to get these based on your settings.

Click the below article link to learn how to make this change.

How do students change their notification preferences?

HOW DO I CHECK ANNOUNCEMENTS IN CANVAS?

I will post frequent announcements to keep you updated on changes to assignment due dates, to post reminders, and to advise you when I've updated grades on specific assignments.

Click the articles below to learn how to check, and if enabled, reply to a course announcement.

- How do I view Announcements as a student?
- How do I reply to an announcement as a student?

HOW DO I WORK WITH ASSIGNMENTS?

In this course, you will be submitting assignments for grading. Click any of the following articles to learn how to submit an assignment as well as how to view your grades and my comments once your assignment has been graded.

- How do I submit an online assignment?
- How do I know when my assignment has been submitted?
- How do I know when my instructor has graded my assignment?
- How do I view assignment comments from my instructor?

HOW DO I VIEW MY CALENDAR WITH ASSIGNMENT DUE DATES?

The Canvas Calendar displays relevant due dates for assignments, and To Do dates for Canvas pages. You can also use the Calendar to track when you will study for classes, complete readings, and much more.

- How do I use the Calendar as a student?
- How do I add an event to my calendar as a student?
- How do I add a to-do item in the Calendar as a student?

HOW DO I WORK WITH DISCUSSIONS?

In all online classes, you will work in Canvas discussions to attend class online. Click any of the links below to learn how to work with Discussions.

- How do I view Discussions as a student?
- How do I reply to a discussion as a student?
- How do I edit or delete discussion replies as a student?

HOW DO I TAKE QUIZZES?

You will have periodic quizzes and exams using the Canvas Quiz Tool. Each quiz will have specific instructions; however, you can use the links below to learn more about Canvas Quizzes.

- How do I view Quizzes as a student?
- How do I take a quiz?

- [How do I know if I can retake a quiz?](#)
- [How do I resume a quiz that I already started taking?](#)
- [How do I submit a quiz?](#)
- [How do I view quiz results as a student?](#)

HOW DO I EMAIL MY TEACHER IN CANVAS IN THE INBOX?

My email address is posted here in my Syllabus; however, it is best to message me directly through Canvas using the Canvas Inbox feature to ensure I can identify you as a student in my class.

- [How do I use the Inbox as a student?](#)
- [How do I find my unread messages in the Inbox as a student?](#)
- [How do I send a message to my instructor or another student in a course in the Inbox as a student?](#)
- [How do I attach a file to a message as a student?](#)
- [How do I reply to a message in the Inbox as a student?](#)

SEMESTER KEY DATES

Visit the Lassen College Important Dates website for key dates and deadlines for the current semester.

Instructors, please paste the key dates into this section.

COURSE SUMMARY DATES

See the Canvas Syllabus page for detailed pacing guide for all assignments, quizzes, discussions, and any graded activities. All assignment dates listed on the Course Syllabus page in Canvas are required.

General guidelines for due dates are below.

- ✓ Discussions [INSERT DUE DATES FOR INITIAL POSTS & REPLIES]
- ✓ Assignments [INSERT DUE DATES FOR RECURRING FORMATIVE ASSIGNMENT DUE DATES)
- ✓ Other Assignments [INSERT DUE DATES FOR KEY SUMMATIVE ASSESSMENTS & OTHER ASSIGNMENT DUE DATES)

APPENDIX 3: CVC-OEI COURSE DESIGN RUBRIC

This rubric is reformatted below for this guide; however, you can download the CVC-OEI Course Design Rubric through CVC.edu.

COURSE

DESIGN

RUBRIC

The California Virtual Campus-Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students can complete their educational goals by increasing both access to and success in high- quality online courses.

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Revised October 2018

ONLINE COURSE REVIEW INFORMATION

Date:

_____

College:

_____

Instructor Name:

_____

Local Course ID:

_____

Course C-ID:

_____

Reviewer Name:

_____

Review Type: ☐Self ☐Peer ☐Lead ☐Accessibility

Information below this line will be completed by the Lead Reviewer

Aligned Sections

☐ **A**   ☐ **B**   ☐ **C**   ☐ **D**

OVERVIEW

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OEI Course Design Rubric:

- have met the CCC's highest level of design standards to support online student success and
- can be made available for cross enrollment to students at participating colleges.

The Rubric is divided into four sections.

SECTIONS A-C

SECTION A: CONTENT PRESENTATION

The fourteen elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

SECTION B: INTERACTION

The six elements in this section address instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

SECTION C: ASSESSMENT

The eight elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback. Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

- ✓ *Incomplete:* The element is missing or present to a degree that does not support student success in online learning.
- ✓ *Aligned:* The element is present and effectively designed to support student success in online learning.
- ✓ *Additional Exemplary Elements:* This designation recognizes design choices that are aligned *and* go even further to enhance the student experience in the online learning environment.

SECTION D **ACCESSIBILITY**

The sixteen elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete or Aligned**.

TABLE OF SECTIONS

SECTION A: CONTENT PRESENTATION – UNIT OBJECTIVES

Incomplete		Aligned		Additional Exemplary Elements	
A1: Placement of Objectives					
☐	Objectives are not included in individual learning units.	☐	Objectives are included in the individual learning units	☐	Objectives are consistently placed and easy to locate in each learning unit.
A2: Clarity of Objectives					
☐	Objectives do not include demonstrable learning outcomes	☐	Objectives consistently include demonstrable learning outcomes.	☐	Objectives are written in language that is student centered.
A3: Alignment of Objectives					
☐	Learning unit content is not aligned with or sufficient to meet unit objectives.	☐	Content is clearly aligned with and sufficient to meet the learning unit objectives.	☐	The connections between content and learning unit objectives are made explicitly clear to the student
Criteria A1-A3 Comments:					

SECTION A: CONTENT PRESENTATION – USE OF CMS

Incomplete		Aligned		Additional Exemplary Elements	
A4: Course Navigation					
☐	Navigation and content flow are not easily determined.	☐	The user can easily determine navigation and content flow.	☐	Clearly labeled tutorial materials explaining how to navigate the specific course are included.
A5: Unit-Level Chunking					
☐	Content is not presented in distinct learning units or modules.	☐	Content is meaningfully segmented into distinct units or modules to aide in learning.	☐	Learning units or modules are consistently structured and sequenced to reduce cognitive load.
A6: Page-Level Chunking					
☐	Page content is not chunked in manageable segments using headings, making content reading difficult.	☐	Page content is chunked in manageable segments using headings that facilitate online reading.	☐	Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management CMS) Tools					
☐	CMS Tools that could reduce the labor intensity of learning are not used effectively.	☐	CMS Tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.	☐	CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia					
☐	Content is presented primarily using one medium.	☐	A variety of media, including text, audio, video, images, and/or graphics are used throughout.	☐	Multimedia is used creatively throughout the course to facilitate student-centered learning.
Criteria A4-A8 Comments:					

SECTION A: CONTENT PRESENTATION – LEARNER SUPPORT

Incomplete		Aligned		Additional Exemplary Elements	
A9: Instructions					
☐	Instructions for working with course content are missing or incomplete e.g., links to articles or videos are provided without any guidance for how the student should work with the material).	☐	Course design includes instructions for learners to work with content in meaningful ways e.g., guiding students to take notes during a video; explaining what to look for in an article, etc.).	☐	Instructions are directly embedded with the content.
A10: Learning Support					
☐	There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning	☐	Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.	☐	Frequent individualized learning opportunities are provided throughout the course.
A11: Learner Feedback					
☐	Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	☐	Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	☐	There are opportunities to give anonymous feedback both during course delivery and after course completion.
Criteria A9-A11 Comments:					

SECTION A: CONTENT PRESENTATION – INSTITUTIONAL SUPPORT

Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
☐ Institutional/instructor policies relevant for learner success is not included or are difficult to find.	☐ Policies relevant for learner success e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	☐ Institutional/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services		
☐ Links to institutional services are not included, thus requiring students to exit the course to find support resources.	☐ Links to institutional services, such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	☐ Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support		
☐ Information about and links to technology support are not included or easily found.	☐ Technology support is explained to students, and relevant contact information and/or links are easily found	☐ Links to technology support and troubleshooting tips are provided where they may be needed throughout the course
Criteria A12-A14 Comments:		

SECTION B: INTERACTION - INSTRUCTOR CONTACT

Incomplete		Aligned		Additional Exemplary Elements	
B1: Pre-Course Contact					
☐	Instructor does not initiate contact prior to or at the beginning of the course	☐	Instructor initiates contact prior to or at the beginning of course.	☐	Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact					
☐	The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor	☐	The course design includes regular instructor-initiated contact with students using CMS communication tools.	☐	The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact					
☐	Instructor contact information, including expected response times, is missing or not easy to find.	☐	Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	☐	Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
Criteria B1-B3 Comments:					

SECTION B: INTERACTION - STUDENT-TO-STUDENT CONTACT

Incomplete		Aligned		Additional Exemplary Elements	
B4: Student-Initiated Contact with Other Students					
☐	Students are not given opportunities to initiate interaction with other students in the course.	☐	Opportunities for student-initiated interaction with other students are available and encouraged.	☐	The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students					
☐	Students have no or limited opportunities to engage in regular effective contact with other students limited to a single Q&A Discussion Forum only)	☐	Regular effective contact among students is designed and facilitated to build a sense of community among learners.	☐	The design & facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels					
☐	Guidelines explaining required levels of student participation are not provided.	☐	Guidelines explaining required levels of student participation quantity and quality of interactions) are consistently provided.	☐	A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.
Criteria B4-B6 Comments:					

SECTION C: ASSESSMENT EFFECTIVE ASSESSMENT

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
☐ There is little or no evidence of authenticity built into assessments.	☐ Assessment activities lead to the demonstration of learning outcomes.	☐ Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
☐ Students are evaluated on performance **un**related to the stated objectives.	☐ Assessments appear to align with the objectives.	☐ Assessments match the objectives and learners are directed to the appropriate objective s) for each assessment.
C3: Variety		
☐ Assessments are limited primarily to one type of assessment either formative or summative).	☐ Both formative and summative assessments are used throughout the course.	☐ Multiple types of formative and summative assessments are used research project, objective test, discussions, etc.)
C4: Frequency		
☐ Assessments are few and infrequent.	☐ Multiple assessments are administered during the duration of the course.	☐ Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.
Criteria C1-C4 Comments:		
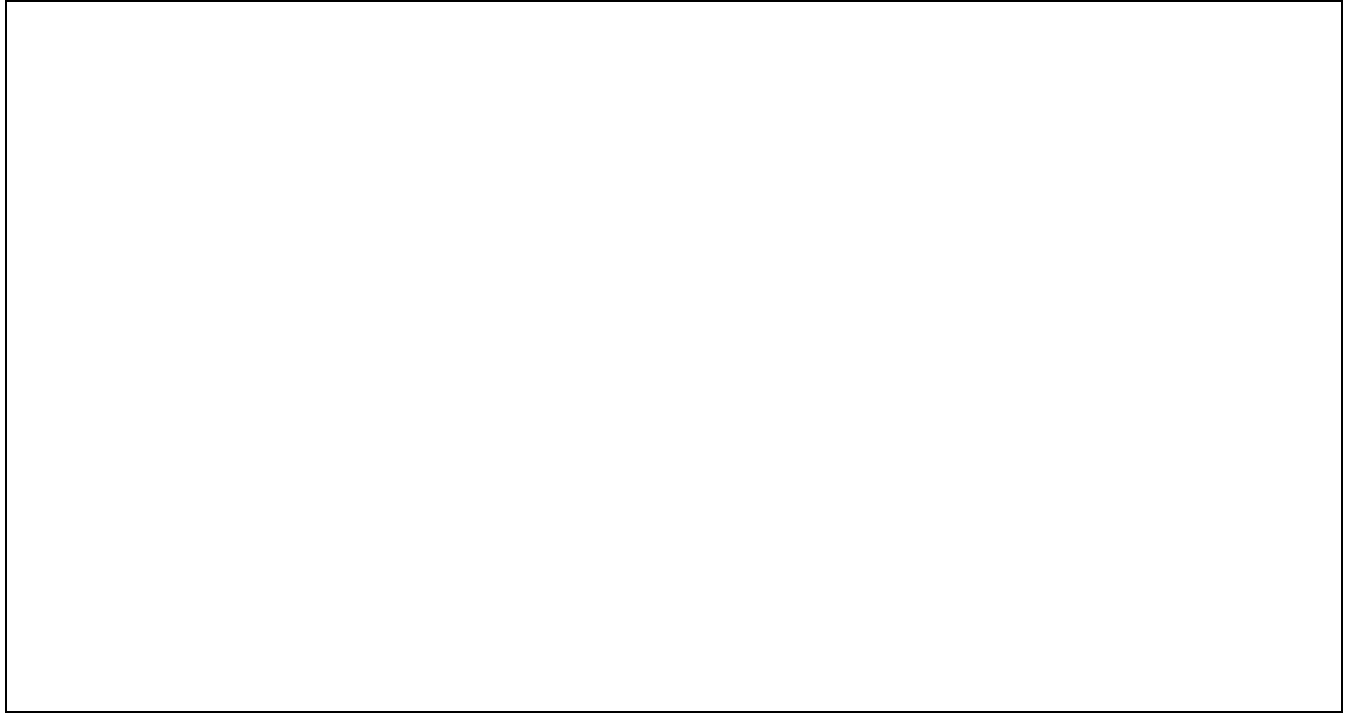
SECTION C: ASSESSMENT –GUIDANCE AND FEEDBACK

Incomplete		Aligned		Additional Exemplary Elements	
C5: Rubrics/Scoring Guide					
☐	Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	☐	Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	☐	Rubrics and/or descriptive criteria for desired outcomes include models of "excellent work."
C6: Assessment Instructions					
☐	Assessments include little or no instructions.	☐	Instructions clearly explain to students how to successfully complete the assessments.	☐	Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback					
☐	There is little to no evidence of meaningful feedback on student assessments.	☐	The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	☐	Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance
C8: Self-Assessment					
☐	There is little to no evidence that students are provided opportunities for self-assessment	☐	Opportunities for student self-assessment with feedback are present.	☐	There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.
Criteria C5-C8 Comments:					

SECTION D: ACCESSIBILITY

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:

☐LTI/Apps ☐ Media Player ☐ Links to third party websites ☐Publisher content

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor's Office CVC-OEI grant, please visit The California Virtual Campus Online Education's website at CVC.edu. For other web and information technology accessibility needs, please visit the CCC Accessibility Center.

SECTION D 1-10 FORMATTING

D1: Heading Styles	N/A	Incomplete	Aligned
Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels . Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats, bold, italics, etc.) are not used in lieu of heading styles. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐
D1 Comments:			

D2: Lists	N/A	Incomplete	Aligned
Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐
D2 Comments:			

D3: Links	N/A	Incomplete	Aligned
Links are identified with meaningful and unique text in place of displaying the URL. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐

D3 Comments:

D4: Tables	N/A	Incomplete	Aligned
Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐

D4 Comments:

D5: Color Contrast	N/A	Incomplete	Aligned
There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐

D5 Comments:

D6: Color and Meaning	N/A	Incomplete	Aligned
Color is not used as the only means of conveying information, adding emphasis, indicting action, or otherwise distinguishing a visual element. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐

D6 Comments:

D7: Images	N/A	Incomplete	Aligned
All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of", "picture of" or file extension e.g., ".jpg"). **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐

D7 Comments:

D8: Reading Order	N/A	Incomplete	Aligned
Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐
D8 Comments:			

D9: Slides	N/A	Incomplete	Aligned
Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. **Check:** ☐Digital Presentations	☐	☐	☐
D9 Comments:			

D10: Spreadsheets	N/A	Incomplete	Aligned
Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. **Check:** ☐Excel and Google Sheets	☐	☐	☐
D10 Comments:			

SECTION D11 – D16 ACCESSIBILITY CHECKERS AND MULTIMEDIA

D11: Accessibility Checkers	N/A	Incomplete	Aligned
Files and content pages pass any built-in accessibility check available in the software. **Check:** ☐Canvas Content ☐Documents ☐MS. Word ☐PDFs ☐Digital Presentations ☐Spreadsheets	☐	☐	☐
D11 Comments:			

D12: Videos	N/A	Incomplete	Aligned
All videos must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. **Check:** ☐Required video content inside the CMS or external video content linked to from within the course.	☐	☐	☐
D12 Comments:			

D13: Audio	N/A	Incomplete	Aligned
Audio files must be accompanied by complete and accurate transcripts. **Check:** ☐Required audio content and external audio-only content linked to from within the course.	☐	☐	☐
D13 Comments:			

D14: Flashing Content	N/A	Incomplete	Aligned
Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. **Check:** ☐ Videos ☐ Canvas Content ☐ Files, including slides, documents, etc.	☐	☐	☐
D14 Comments:			

D15: Live Captions	N/A	Incomplete	Aligned
Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. **Check:** ☐ Plan for captioning any live, synchronous video events planned for the course.	☐	☐	☐
D15Comments:			

D16: Auto-Play	N/A	Incomplete	Aligned
Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume. **Check:** ☐ Audio and video content inside the course management system or linked to from within the course.	☐	☐	☐
D16 Comments:			

APPENDIX 4 APPENDIX 4 COMMUNICATION PLAN SAMPLE HTML CODE

HTML CODE FOR CANVAS

<div class="image-and-hover" style="padding: 0 15px; float: left;"></div>

<p>I value an interactive and personal learning environment and I intend to harness the technological tools available to us to communicate with you in a variety of ways.</p>

<p>I want to make sure you know that you are not alone in the course. I care about you, I care about the challenges you face, and I care about supporting your learning. Here are some of the ways I will connect with you throughout the semester:</p>

<h2>"Introduction" Discussion</h2>

<p>Think of this discussion[LINK TO YOUR INTRO DISCUSSION]as our first class period. It is the first time that we will virtually *meet* and start getting to know each other as unique and multifaceted individuals. [If this is a required activity, let them know.]</p>

<h2>Module Discussions</h2>

<p>I monitor these discussions daily and will chime in with opinions and clarifications as it seems appropriate. The Student Q&A forum is where I encourage you to post frequent questions about the class - and feel free to answer someone's question when   you can!</p>

<h2>Weekly Video-Check In</h2>

<p>Every week, I will record a brand-new video for you where I briefly preview that week's module. I might also share a story, recommend an app, give props to a class member, or mention something about [YOUR COURSE TOPIC]I saw in the news.</p>

<h2>Gradebook Feedback</h2>

<p>Not only will you find your grades and rubric scores in our gradebook[LINK TO GRADEBOOK], but I also use the comments feature to ask questions and spark further conversations about your ideas and contributions. I do my best to grade assignments and offer feedback within 5-7 days.</p>

How do I view grades and instructor comments?

How do I view annotation feedback in an assignment?

<h2>Announcements</h2>

<p>When I come across information, I think will be valuable for you, I will post it as an announcement. [LINK TO ANNOUNCEMENTS] Some of these posts relate to <span style="color:

#ff0000;">[YOUR COURSE TOPIC] specifically, but some will feature useful resources that will help you as a student or as a human being. If we need to make any changes to our semester schedule, I will also post these in the announcements area.</p>

<h2>Weekly Office Hours</h2>

<p>I set aside XX hours each week to be available to you if you need me. Check out this semester's syllabus [LINK TO SYLLABUS] for specific days and times. [If you will be using Zoom Conference or some other video conferencing software for office hours, let them know.] </p>

<h2>Canvas Mail</h2>

<p>If I need to get a hold of you this semester, I'll contact you through Canvas mail. You can access this feature by clicking "Inbox" in the left-hand global navigation bar.</p>

<p>I respond to email within XX hours, Monday through Friday. I reserve the right to wait until Monday to reply to messages sent over the weekend. ;-) Please include the course name and section number in the Subject Line e.g., ENG 101, Sec. 1129).</p>