
LASSEN COMMUNITY COLLEGE DISTANCE EDUCATION FACULTY HANDBOOK



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WELCOME & HANDBOOK PURPOSE

Lassen Community College currently provides students with the opportunity to take classes online. Faculty are provided this handbook when scheduled to teach one or more sections of online courses or are using online delivery as part of a hybrid class. Welcome! Lassen College's online faculty play a vital role in providing instruction to students throughout Lassen County, California, and the United States.

This handbook is designed to support faculty in creating an online class to meet Lassen Community College's policies and expectations for online instruction, align your class to best practices, to comply with Title 5 Regulations, and to ensure your course content is accessible for students with disabilities!

WHAT IS DISTANCE EDUCATION?

Distance Education (DE) is defined by Title 5 Section 55200 means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. 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 substantive 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 in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times required and are included in the Syllabus.
- **Partially Online (PO, also known as “hybrid”)** – Instruction involving regular and substantive 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 regularly scheduled synchronously scheduled meetings for lectures, labs 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 substantive contact regulations. 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 class schedule.

Note: A web-enhanced class with online materials which does not have any hours replaced with online instruction is not a distance education class, but the online materials are still required to meet the ADA and accessibility requirements and be designed with best practices in mind.

EFFECTIVE AND COMPLIANT ONLINE TEACHING

Once faculty complete 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 for support and assistance with 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 substantive interaction, 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 as outlined and strongly recommended within this guide in the section titled [Preparation for Online Teaching](#).

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.

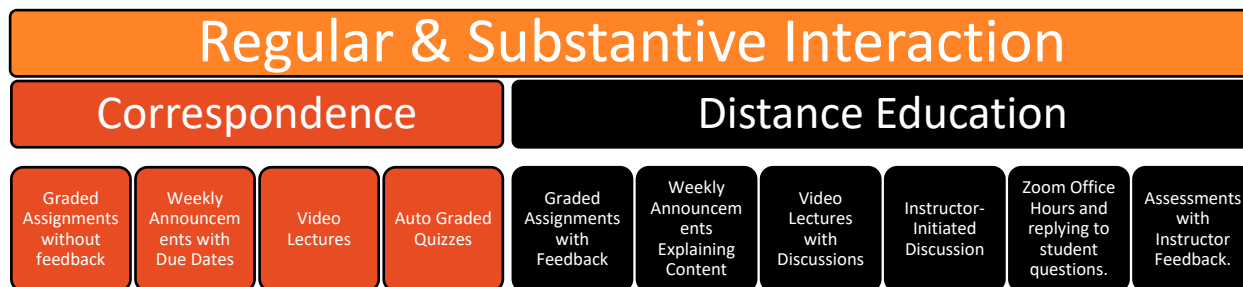
See the [Lassen College Curriculum and Academic Standards Handbook](#) for more information on Unit / Hour Ratio.

REGULAR AND SUBSTANTIVE INTERACTION

All online and partially online classes require instructors to have Regular and Substantive Interaction, or RSI. This section includes information on the policy, the types of interactions, as well as strategies to successfully implement RSI in classes you are assigned.

LASSEN COLLEGE'S POLICY

Any portion of a course conducted through distance education includes regular and substantive interaction between instructor and students, and among students, either synchronously or asynchronously. Interactions between the instructor and the student and between students are both key features that distinguish online and partially online (i.e., hybrid), courses from other types of courses, such as correspondence or self-paced courses.



INSTRUCTOR-INITIATED INTERACTIONS

Instructor-initiated includes establishing interactions prior to, and at the beginning of, the course, as well as maintaining them throughout the duration of the course.

STUDENT-TO-STUDENT INTERACTIONS

Student-to-student interactions include opportunities for students to initiate interactions 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.

Refer to [Appendix 1: Checklist for Regular Substantive Interaction](#) to ensure you are establishing, maintaining, and designing learning experiences that require instructor to student and student to student interaction throughout the semester.

IMPLEMENTING RSI

Substantial interactions may include learning and assessment facilitated 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. Substantive interactions are academic and professional matters pursuant to sections 53200 et seq. ([Title 5, section 55204](#)).

More specifically, substantive interaction means engaging students in teaching, learning, and assessment, consistent with content under discussion and includes at least two of the following:

1. Direct instruction
2. Accessing or providing feedback on coursework
3. Responding to questions
4. Facilitating group discussions
5. Other activities approved by the institution or accrediting agency.

These interactions 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 substantive interaction is defined in Lassen College's [AP 4105 Distance Education](#) and California Title 5 (Section 55200 et seq. The policy requires instructors to include regular and substantive interaction when teaching online and hybrid course design and delivery as previously outlined. At least two of the items in the RSI Checklist are required on a regular basis. Regular interaction is outlined in detail in [Title 5 § 55204 Instructor Contact](#). RSI needs to be predictable, scheduled, prompt, and proactive on the part of the instructor. In most cases, regular means every week, but we encourage your professional judgment on when an interaction may not be necessary on a given week. (Jordison, 2024)

LCC uses ConexED as an early alert system to notify students and specific (??) select staff when a student is missing assignments, is at risk of failing, has stopped participating in the course, or a number of other reasons. It is the responsibility of the instructor to initiate, design, and encourage opportunities for interactions, including student to student interactions,

Refer to [Appendix 1: Checklist for Regular and Substantive Interaction](#) strategies and practices you can include to ensure you have both regular and substantive interactions in your online classes. The Distance Education Review Committee strives to ensure all online courses are designed with exceptional student experiences, which requires instructors to be highly visible and accessible to their courses. 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"

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. 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.

Accessible online content includes the following:

1. All 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 if you need support 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 & LEARNING PLATFORMS

Title 5 regulations require distance education courses at Lassen Community College be delivered through the college adopted learning management system (LMS), Canvas by Instructure. If your course requires students to interact and submit assignments to publisher application within Canvas or a publisher website outside of Canvas, it should be accessible, require student authentication, and protect student privacy. In addition, course outlines that require students to purchase or rent publisher content as a required component of the course, 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](#)).

PUBLISHER LEARNING PLATFORM

Publisher’s commonly use learning platforms, such as My Math Lab, Achieve by MacMillan, and others that sell electronic textbooks within their platforms that integrate with Canvas.

- Instructors who use third-party tools, such as publisher packs or other digital apps, must authenticate students through the college’s 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 interactions that take place via the third-party system.

- 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 input into the district's LMS.

For questions and concerns about regular and substantive interaction, accessible course content, publisher or external platforms, or any additional areas of concern, contact your Division Chair, an Academic Dean, or the Chair for the Lassen College Distance Education Review Committee, hereafter referred to as the Distance Education Committee.

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 taught via hybrid, online, or even web-enhanced delivery. Contact your Division Chair or Dean if your course outline does not list online or hybrid as a modality prior to using Canvas with your students.

LASSEN COLLEGE DISTANCE EDUCATION REVIEW COMMITTEE

The Lassen Community College Distance Education Committee is charged with reviewing courses for the Curriculum and Academic Standards Committee. The committee has worked since 2022 to create a faculty-driven course review process. The POCR (Peer Online Course Review) Process has been created to support the committee's charge. See the [new Creating an Effective Online Course section](#) of this handbook for more information.

LOCAL PEER ONLINE COURSE REVIEW (POCR) PROGRAM

Lassen College achieved teaching college status through the CVC-OEI consortium in September of 2023. Teaching colleges allow students in other California Community Colleges to seamlessly enroll and complete fully online courses at Lassen College and receive credit at the student's home college. Courses that go through the Lassen College Peer Online Course Review process will be aligned to best practices and receive a Quality Reviewed badge in the course schedule that students use to register for classes on the CVC-Exchange.

If you desire to have your online course(s) listed and badged, please refer to the [Creating an Effective Online Course](#) section of this guide. Lassen College's Distance Education Committee will assign trained faculty peer reviewer(s) to provide you with feedback on how to best align your course to each section of the [CVC-OEI course design rubric](#). This rubric is used throughout California to support best practices in online learning. You may also seek assistance and support designing and/or aligning your online course to the CVC-OEI rubric, by leveraging the Lassen College Instructional Designer by visiting the [Instructional Design Support Site](#) on the LCC Portal.

PREPARATION FOR ONLINE TEACHING

Prior to teaching a distance education course in the Lassen Community College District, whether fully or partially online, the Lassen College Distance Education Committee recommends faculty 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, and related technologies used 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 [Instructional Design Support Site](#) and make an 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.

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 the section titled [Creating Your Online Course](#) within this guide to start learning.

CVC/@ONE COURSES

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 Hours 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, faculty should pursue and earn the California Virtual Campus [Certificate in Online Teaching & Design](#).

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.

ONLINE & HYBRID COURSE REQUIREMENTS

This document serves as a primer and reference tool to assist you in building 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 must be aware of Lassen College's online course requirements and 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, integrated LTI integrations (those installed on Canvas directly or within a Canvas Course) and include the following components or information as evidence of regular effective contact:

- 1. Regular and Substantive Interaction**

See [Appendix 1: Regular and Substantive Interaction](#) for requirements and recommendations on this component.

- 2. Weekly Lectures:**

Lassen College expects that you will provide your own lectures, with regular and clear explanations, demonstrations, and instruction covering course objectives and outcomes. Keep in mind that PowerPoint slides alone are not sufficient because they often only highlight key words and phrases rather than provide complete explanations of a concept.

Lectures can be delivered in a variety of ways. Typically, the content includes text, images, instructor made videos, and curation of existing content-related multimedia. Many faculty use a combination of CMS Tools (i.e., Canvas Studio, Canvas Pages, embedded Discussions, embedded in Assignments, etc.) to deliver lectures and learning materials to their students. Design Tools allow faculty to create interactive pages, with embedded multimedia, including Canvas Studio, PowToon, Microsoft Sway, and typed lecture notes. Other tools

are often used, including Canva for graphics and Prezi, which allows a 4D experience with the added benefit of embedded multimedia. See the section of this guide Creating Your Online Course for details on these tools. Use the [Appendix 3: CVC-OEI Rubric](#) and/or the [Appendix 4: CVC-OEI Recommended Communication Plan](#) to effectively explain core concepts each week in your course.

3. 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. Review the [Instructor Accessibility Guide Section](#) within this handbook for support.

4. Facilitating Asynchronous Discussions

Faculty should have regularly scheduled online discussions. These are a key and required component for your online class as it allows for instructor to student and student to student interactions. The spirit of RSI is to ensure instructors are highly visible in their classes and available to facilitate teaching, learning, and assessment. Replying publicly and privately within online Canvas Discussions is a common way to ensure you are facilitating the discussions with your students. Flipgrid, Canvas Discussions, enabling comments on Canvas Studio videos, or an integrated third-party tool are common available tools used to facilitate discussions in your Canvas course.

5. Provide Feedback on Assignments, Including Missing Assignments

Providing feedback is one way to maintain effective interactions. Faculty feedback should focus on supporting student understanding of the course content and areas where their assessment product can improve. Rubrics allow faculty to provide consistent and robust feedback on students' assignments. When students are missing or not completing assignments by the due dates, faculty are encouraged to utilize the "Message Students Who" feature of Canvas Grades to communicate students missing assignments. Alternatively, inserting an immediate grade of a zero so students get immediate notification on how a missing assignment affects their current grades. Both strategies are effective ways to initiate and maintain effective interactions with students. Students who are regularly missing online classes, progressing within online modules, or performing poorly on submitted assignments should be flagged within ConexED.

6. Posting Regular Class Announcements

Canvas Announcements push notifications to student emails and other communication channels as decided by students, including the Canvas Student app. They have the added benefit of providing evidence of a substantive interaction. They can be configured to allow replies by students, creating the possibility of another student interaction. Requiring students to check in at the beginning of the week through a reply-enabled Announcement is an effective way to keep students on track for a regular check-in. Regular announcements keep students on track, can explain course materials, and support student persistence within your course. Faculty should minimally post one beginning of week announcement. Mid-week announcements are helpful reminders to students about mid-week due dates and feedback about progress. End of week announcements can be helpful

to close out a module and are key when assessments or expectations are due; as well as to remind students when they will receive grades and feedback about any assessments that took place.

7. **Course Related Questions (Discussions), including email address in Syllabus, including ways to contact in the Orientation.**

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 should have a syllabus posted to Canvas, ideally within the Canvas Syllabus page (A comprehensive Syllabus Template is included in Appendix).
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.

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.

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, the 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 promptly – 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 ConexED, throughout the semester if students miss multiple assignments, are struggling in your class, or are having challenges attending regularly. Faculty can drop a student who is no longer active in class. Email the LCC Attendance Clerks at lccadmissions@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 STUDENT PROGRESS & SUBMITTING GRADES

Faculty must also keep students abreast of their grades in Canvas to keep students on track in their class. Any external third-party websites should ideally synchronize assignment scores back to Canvas, and most third-party publisher sites do just that; otherwise, faculty should plan to regularly update Canvas Grades. 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 synchronize 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 STUDENT PROGRESS AND REPORT STUDENT GRADES?

Instructors use New Analytics to monitor student participation and Canvas Grades for posting student grades periodically within the semester as outlined in your Syllabus and/or Communication plan. Regular, frequent, and substantive feedback helps adhere to RSI principles, and is vital for student success.

NEW ANALYTICS

Instructors use New Analytics to regularly monitor student progress in online classes. New Analytics is an interactive tool that helps both instructors to better track performance and activity within the course. Learn which students have viewed pages and resources and participated in assignments—and which students may need a little more encouragement. Instructors can create additional interactions by messaging students based on specific course criteria. Faculty can refer to the Canvas Instructor Guide for specifics on how to utilize New Analytics. A few select articles are included below.

- [How do I view analytics for an individual student in New Analytics?](#)
- [How do I send a message to all students based on specific course criteria in New Analytics?](#)
- [How do I send a message to an individual student in New Analytics?](#)
- [How do I send a message to all students based on specific course participation criteria in New Analytics?](#)
- [How do I view the Online Attendance report in New Analytics?](#)

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.

STUDENT SUBSTANTIVE FEEDBACK (CANVAS RUBRICS)

Instructors are highly encouraged to develop rubrics to assess student work. Rubrics allow instructors to provide substantive interaction using robust, objective feedback more readily to students.

CANVAS GRADES INSTRUCTOR ARTICLES

Visit the [Canvas Instructor Guide Grades section](#) to learn how to grade students work using Canvas' Speed Grader feature or directly within the Grades feature of Canvas. If you have questions about how Canvas calculates your grades, contact the Lassen College Instructional Designer by making an appointment.

SUBMITTING END OF SEMESTER GRADES IN WEB ADVISOR

Before the semester ends, 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 are 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 must assess one or more 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. Refer to the [Curriculum Handbook](#) 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 and Forms Section of the Lassen College Portal](#) by clicking on the Academic Services folder. Contact your division chair if you believe an SLO needs a revision to assist with the needed Curriculum Committee changes.

SLO 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 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.

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.

Visit [SLO+](#), Lassen College’s SLO Assessment Reporting system for the latest on Student Learning Outcomes. 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 the number of students assessed and of students that achieved outcomes. As of Fall 2022, Lassen College uses [SLO+](#), to report on Student Learning Outcomes. You may also use [Canvas Outcomes](#) to assess and track student progress on SLOs, but you will still need to report the results back to SLO+ at the end of the semester. As of Fall 2023, all approved SLOs from the Course Outline of record are imported into Canvas and ready for faculty to import into the online course and align them to Item Banks, Question Banks, or add to a Canvas Rubric. For questions about reporting on the results of your SLO assessments, contact Academic Services, your Division Chair, or the current year SLO Coordinator for the current academic semester's process.

CREATING & MAINTAINING AN ONLINE COURSE

Faculty wanting to build their online courses on their own, but do not know where to start, can import the Lassen College Distance Education Committee recommended template, which has a good first week module, Syllabus template, as well as a structure for your first learning module with students, a mid-term survey, and end of course survey. Note: This template may be helpful if you are adding web enhancements to your F2F class.

For resources and support for online teaching, visit the [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* section to come up to speed with the district’s Learning Management System, Canvas and related LTI Integrations. Canvas support is available 24/7 for LCC faculty by visiting the Help icon within Canvas.

CREATING THE COURSE

CANVAS TEMPLATE

Lassen College’s Distance Education Committee has developed and approved a recommended template for building your online course in Canvas. It contains a Syllabus template, orientation module, and a sample first week orientation you can use for students. The template is available on

Canvas by clicking on Commons. To import the template and begin using it, visit the [Instructional Design Support Site](#) for instructions on available templates.

LEARNING 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, and the related Learning Technology Integrations (LTI) tools available within Canvas.

CANVAS LEARNING MANAGEMENT SYSTEM

Canvas offers 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.

- 1) [Canvas Instructor Video Guides](#)
- 2) [Canvas Instructor Guides](#)
- 3) [Canvas Student Video Guides](#)

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

substantive interaction with your students by allowing for replies within the announcements.

- 10) [Canvas New Analytics](#): New Analytics provides you detailed data dashboards about student engagement and participation in online classes.
- 11) 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 [Instructional Design Support Site](#).

ADDITIONAL VIDEOS & SUPPORT

Currently, the following additional tools, which are Learning Technology Integrations (LTI), or separate Office365 Applications are licensed, installed and available via Office365 or within Canvas for use by Faculty.

A concise description of each is provided below. Lassen College faculty have also conducted several Flex Day Trainings that cover most things Canvas. Support for each tool is available via the [Lassen College Learning Resources](#) on-demand or via [booking an 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 interactions in asynchronous video, increase regular and effective contact, and evaluate student engagement in video-based activities, such as instructor-made online videos and/or lectures or use of existing YouTube videos.
- **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.
- **Films On Demand** is a licensed video platform that contains accessible instructional video documentaries, news shows, lectures, and more around a host of academic and non-academic disciplines and is available as a Canvas LTI application. Students simply click play on the video to watch the instructional content.
- **Labster** provides learners with a realistic virtual lab simulation before they run any physical experiments.

- **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. Sway 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.
- **NetTutor** Online tutoring and writing center are available for all students via Canvas 24 hours a day, 7 days a week.
- **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.
- **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.

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 be accessible to people with disabilities, including employees and members of the public.

Accessibility is a requirement for an online class, which must be addressed during the creation of the class and not later. Fortunately, there are many resources contained within Canvas to help identify problems and 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. The Instructor Accessibility Guide helps instructors make changes directly within their Canvas pages to create more accessible content. A dashboard is available that lists all issues within an online course as of Spring 2024.

HOW TO USE THE POPE TECH 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. As of Spring 2024, a new Course Level guide is available to faculty. This tool will scan the entire Canvas class and provide a list of errors and warnings that need to be fixed. Watch the [Using the PopeTech Accessibility Tool CVC-OEI Webinar](#) to learn how to leverage this tool and ensure accessibility in the entirety of your online class.

ACCESSIBLE MEDIA (VIDEOS, AUDIO) USING THE DECT GRANT

The DECT represents a commitment by the California Community Colleges to expand access to distance education to all students. Further, DECT provides a means for colleges to promote faculty innovation in the use of audio, video, and multi-media content in distance learning classes. The

system's substantial support for DECT is also a recognition that distance learning is the fastest growing segment of CCC enrollment. The Chancellor's Office has authorized funding to aid California Community Colleges in improving their capacity to serve disabled student populations and, in some instances, the public, by ensuring the accessibility of aural information.

For details or support on using the DECT funds to make your videos or audio accessible to students with disabilities, please visit the [Instructional Design Support Resources folder titled DECT Grant](#). This folder has the latest guide entitled [How to Make Media Accessible with the DECT Grant](#) along with resource links to the related forms. Book an Appointment with our instructional designer and in one small meeting, the grant application will be under way.

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. The following resources have been curated to support remediation of these files to ensure they are free from accessibility issues.

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](#).
5. [How to Make Documents Accessible from Your Canvas Course Webinar by CVC-OEI](#)

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.

MAINTAINING AN ONLINE COURSE

Once your course is created with substantial interactions, it will become imperative to maintain interactions between yourself and your students as well as between students. This section is included to support faculty in achieving this outcome.

RSI STRATEGIES

Strategies to foster and then improve RSI are included in this section. Please also check [Appendix 1: Regular and Substantive Interaction Checklist for additional guidance](#).

PRACTICES THAT SUPPORT RSI

The CVC-OEI recommends (Jordison, 2024) that faculty foster RSI by:

- Clearly outline how students can contact and connect with you.
- Post frequent announcements on Canvas.
- Offer timely, constructive, and detailed feedback on student work.
- Create engaging discussion forums (with required student interaction).

- Create and articulate assignment requirements, expectations, and deadlines throughout the course.
- Schedule check-ins with students.

The following graphic conveys the essential elements of RSI. If your practices are aligned towards smiles and laughs, then you are on the right track.



Credit: SUNY Empire State University

PRACTICES THAT IMPROVE RSI

Canvas provides a number of analytic and communication tools to support improved substantive interactions; including *Canvas New Analytics* & *ConexED Proactive Alerts*; each covered in this section.

CANVAS NEW ANALYTICS

New Analytics allows faculty to monitor student progress and act in an online course. More specifically, this tool can:

- Compare the course average with an individual assignment, course section, or student filter using the chart graph comparison or data table comparison.
- View average weekly online participation analytics as an interactive chart graph or a data table.
- Compare the course average weekly online participation analytics with an individual student or section using the chart graph comparison or data table comparison.
- Send a message to all students or individual students based on specific course grade or participation criteria.
- View course grade and participation analytics for an individual student.

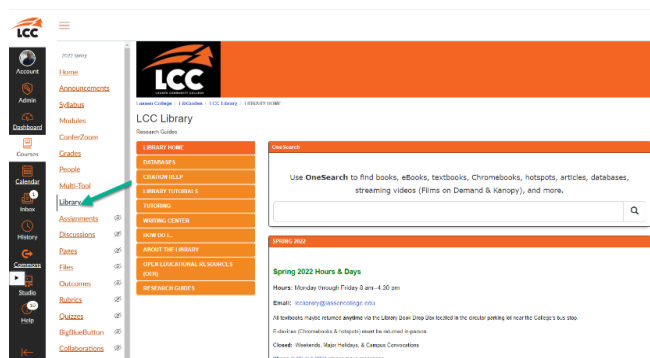
- View and download reports on missing, late, or excused assignments, class roster, and course activity.

CONEXED (PROACTIVE ALERTS)

Involving student services in a students' educational journey is often a necessary part of our interactions with students. ConexED allows faculty to flag and track students who have low assessment scores, need tutoring, have attendance concerns, or are in danger of failing. Based on the type of Proactive Alert being raised, students can be included in the alert and faculty will improve their interactions with the full support of counselors, advisors, and other student services team members!

LIBRARY RESOURCES FOR DISTANCE EDUCATION

Distance learning students are entitled to library resources and services equivalent to those offered on campus. The Lassen College Online Library is embedded in 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 one hundred 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

CREATING A HIGH-QUALITY ONLINE COURSE (POCR)

This section of the Distance Education Handbook is designed for faculty interested in a formal review of their online course against standards and best practices, or who wish to fully align their Canvas courses with the [Appendix 3: CVC-OEI Course Design Rubric.](#)

WHAT IS POCR?

The Peer Online Course Review (POCR) process is a supportive peer-to-peer experience Lassen College began developing in Spring 2023 and implemented in late Fall of 2023 to improve the alignment of our online courses with best practices. Faculty electing to leverage this resource are paid stipends upon full alignment of their online courses (as funding is available year to year), as do your peer reviewers. Trained Lassen College faculty peers will provide support, resources, and a full review of your course to provide you individualized feedback to ensure your online courses align with these practices and point you towards additional resources, if needed, to support you in implementing the best online teaching practices for your students.

Peer Reviewers will use the [Course Design Rubric](#) as developed in Appendix 3, from the California Virtual Campus Online Education Initiative (or CVC-OEI) to guide faculty who wish to ensure their course aligns with best practice standards. The Course Design Rubric involves the best practices in content presentation, student and instructor interaction, assessments, and accessibility. A local review will provide guidance and feedback on best practices when creating your online course. The process is new, but the Distance Education Committee aims for this to be a positive and collegial process, designed to assist you in your journey towards meeting high quality standards for your online course, and more importantly, for better outcomes for your students.

WHY DOES LASSEN COLLEGE HAVE A REVIEW PROCESS?

Lassen College became a CVC-OEI teaching college in Fall of 2023. In Spring of 2024, a formal POCR Process was developed by the Lassen College Distance Education Committee to support our collective efforts. Faculty are encouraged to engage in this process to ensure every course is aligned to best practices.

WHAT AREAS OF MY COURSE WILL BE REVIEWED

The [Course Design Rubric](#) was developed in 2014 by the OEI Professional Development workgroup to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has the following four sections:

1. SECTION A: CONTENT PRESENTATION
2. SECTION B: INTERACTION
3. SECTION C: ASSESSMENT
4. SECTION D: ACCESSIBILITY

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:

1. **Incomplete:** The element is missing or present to a degree that does not support student success in online learning.
2. **Aligned:** The element is present and effectively designed to support student success in online learning.
3. **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.

Since Section D addresses elements that must be present, the elements in this section, when applicable, are only marked as Incomplete or Aligned.

WHO WILL REVIEW MY COURSE?

POCR (Peer Online Course Review) reviewers are one or more faculty who will look closely at your online Canvas course and determine whether your course is aligned to each area of the rubric. Reviewers will also provide narrative feedback for your course, which will help you align to best practices against each individual standard.

[See Lassen College's Team of POCR Trained Reviewers](#) (Requires Login using your LCC email address and password).

WHERE SHOULD FACULTY START?

Faculty wishing to align their course may receive a stipend. Start by applying for the advertised special assignment. Once selected, faculty may complete an online form for your course content by using the **Course Review Prep Form** (linked in the next paragraph). This Course Review Prep form is designed to help you prepare your course, so it meets best practice standards. It will also be provided to your course reviewers to support them in providing relevant feedback. Once you are satisfied that you have met the criteria stated or are unsure of alignment in a specific area, then you can submit your *Course Review Prep Form* for a peer review (see next section).

HOW DO I ACCESS THE COURSE REVIEW PREP FORM?

The [Course Review Prep Form](#) is available on the POCR SharePoint Site for you to download. Faculty login with their Lassen College email and password to access the form. Upon login, if you get an access denied error, request access and the Lassen College Distance Education Committee will grant your access request.

While completing the Course Review Prep Form, notice there is an area to mark “unsure” for sections that are not familiar. This will be helpful for reviewers when they are provided access to a copy of your course to ensure they review those areas and provide more robust feedback to help in course alignment to the standards.

WHERE SHOULD I SUBMIT MY COURSE FOR A PEER REVIEW?

Upon completing [Course Review Prep Form](#) visit the [Lassen College Peer Online Course Review site](#) to submit your formal request for peer review. A member of the Distance Education Committee will reach out to you for next steps.

To submit your course for a formal review, along with your Course Review Prep form, follow these steps:

1. Visit the [Online Course Review Request Form](#). Faculty login with their Lassen College email and password to access the form. Upon login, if you get an access denied error, request access and a member of the Distance Education Committee will grant your access request.
2. Click the **New** button, fill out the fields requested.
3. Under **Attach Files**, upload your completed *Course Review Prep Form*.
4. Click Save.

The Distance Education Committee will assign your course to one or more peer reviewers for support and provide them with access to a copy of your online course to complete a more thorough review and provide you feedback.

Contact the Distance Education Committee or Chair if you have any questions about the process.

WHAT HAPPENS AFTER I SUBMIT MY COURSE FOR A PEER REVIEW REQUEST?

After you submit your course for peer review, the Distance Education Committee will assign one or more peer reviewer(s) to provide feedback for your course. You will receive a completed CVC-OEI Course Design Rubric rating your class in all areas of the rubric along with feedback areas noting exemplary areas of your class as well as feedback if you have an area that is not aligned. Peer reviewers will complete the course review, and then send reviewer feedback to the Distance Education Committee. A member of the Distance Education Committee will discuss peer review at our regularly scheduled meeting and notify faculty aligners of their feedback.

DISTANCE EDUCATION COMMITTEE RESPONSIBILITIES

The Distance Education Review Committee is charged with reviewing all distance education courses and will be coordinating all faculty requests, peer reviews, and bringing each peer reviewed course to the Distance Education Review Committee for final approval. The Distance Education Committee will also coordinate the badging process with the CVC Exchange.

PEER REVIEW PROCESS

POCR-trained faculty peer/s will evaluate the course according to the POCR rubric. Once faculty reviewer(s) completes the rubric, it will be submitted to the Distance Education Committee Chair, who will contact the instructor and reviewers as needed for follow-ups.

The process is not linear, and may include each of the following:

- Support in completion of the requesting faculty's self-review.

- Support in booking appointments to meet one-on-one with our Instructional Designer for custom advice and helpful resources to start fully aligning your course.
- Submit the online course for review and get feedback, suggestions, and support from a Lassen College Peer Reviewer.
- Make any necessary changes or adjustments to align to the standards.
- Re-submission of the course once it is aligned to each standard.
- Submit the course to the CVC Exchange for a Quality Review Badge.

COURSES NOT FULLY ALIGNED

Faculty submitting a course for review and are determined by their peer(s) to have incomplete areas of alignment with the Course Design Rubric will be sent feedback, as well as resources to support alignment. Faculty will then have four or more weeks to fully align their course and re-submit changes to their peer reviewers. Once the online course fully aligns with the rubric, faculty can reach out to the Distance Education Review Committee to submit a detailed list of updates made to align their course using the Course Design Tracker form.

COURSES DETERMINED TO BE FULLY ALIGNED

The peer-reviewed course rubric with feedback will then be sent to the Distance Education Review Committee for final approval. Once the Distance Education Review Committee has approved the peer reviewed course, it will be reported to Curriculum & Academic Standards Committee.

The Distance Education Committee will communicate the status to the faculty requesting the review and begin the process to request a Quality Review Badge with the *CVC Online Course Search* available for all California Community College Students via <https://cvc.edu/>.



POCR FREQUENTLY ASKED QUESTIONS

ARE PEER REVIEWERS OR FACULTY ALIGNING COURSES COMPENSATED?

Lassen College may release special assignment opportunities to compensate both peer reviewers and faculty who do the work of aligning their classes. Check in with one of the Academic Deans for the latest opportunities.

HOW DO I BECOME A PEER REVIEWER FOR LASSEN COLLEGE?

Complete the POCR Training through the CVC-Exchange and submit your certificate of completion to the Distance Education Review Committee chair to be added to the list of peer reviewers who will get assigned courses to review.

WHAT IF MY COURSE ALREADY ALIGNS TO THE RUBRIC? DO I NEED TO GO THROUGH PEER REVIEW?

If you believe your course already aligns to the CVC-OEI Rubric, submit your course for peer review, please visit the [Peer Online Course Review Request Form](#), and submit a completed [Course Design Rubric](#) as an attachment to your request **instead** of the Course Review Prep Form. The Distance Education Committee will review and advise you of the next steps.

CAN I USE ANOTHER INSTRUCTOR'S COURSE THAT IS ALREADY ALIGNED?

An online course is the intellectual property of the author – i.e., the faculty member. If you desire to use another faculty member's aligned course, you should seek permission from the faculty member before using any course or component of that course.

ACADEMIC FREEDOM & INTELLECTUAL PROPERTY SECTION

Nothing in this document overrides your academic freedom or intellectual property rights.

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APPENDIX 1: CHECKLIST FOR REGULAR AND SUBSTANTIVE INTERACTIONS

The Lassen College Distance Education Committee suggests that faculty complete courses outlined in the [Preparation for Online Teaching](#) section of this guide to ensure you are aware of the guidelines for regular and substantive interaction. If you have not completed the recommended practices outlined in the Preparation for Online Teaching, utilize the following checklists to determine whether you are meeting the regular substantive interaction requirements.

FACULTY-TO-STUDENT SUBSTANTIVE INTERACTION

Initiating Regular and Substantive Interactions

- ✓ Offer live lectures to offer direct instruction of the course content with asynchronous class discussions. TechConnect Zoom can record live lectures for students who are unable to attend and watch in their own time.
- ✓ Post and 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. See [Appendix 5: Communication Templates](#) for sample announcements.
- ✓ Create a video to welcome students.
- ✓ Include a plan or policy for regular and substantive interaction by providing a Communication Plan in your syllabus and/or your course orientation module. [See Appendix 4: Sample Communication Plan](#) for an example.
- ✓ Send or schedule an announcement on the first day of each course module to explain concepts or to remind students of their course module requirements or to answer frequent questions, including where to students should start and when they should complete their tasks.
- ✓ List all contact information methods in multiple places homepage, syllabus, communication plan, orientation module, etc. along with your response time of 24-48 hours.
- ✓ Create regular instructor video lectures, explanations, or tutorials for students with required commenting, embedded Quiz interactions, such as those available within Canvas Studio.
- ✓ Embed curated instructional video content from sources, including Films on Demand, Ted Ed (or TedTalks), YouTube, Teacher Tube and other Lassen College video repositories with related Canvas Groups or all-class Discussions that facilitate student learning and engagement with the content.

MAINTAINING SUBSTANTIVE INTERACTIONS

- ✓ Remind students to set up their notification preferences within Canvas to stay up to date with classroom notifications.
- ✓ Send out 1 or 2 additional weekly announcements.

- ✓ An initial announcement to help students prepare for what is coming up in the week.
- ✓ A mid-week announcement reminding students of pending due dates, encouraging continued engagement, or feedback on completed work.
- ✓ An end of week announcement with to address when students can expect grades and feedback, input for students on how to improve or continue their progress in the course.

See [Appendix 5: Communication Templates](#) for sample announcements.

- ✓ Respond to student questions about course content or outcomes within your stated response times (which should be no later than 48 hours from receipt, but ideally sooner) with individual students via email, Canvas inbox, within Discussions, or via the Canvas Chat within your stated response times.
- ✓ Remind students of your availability for online office hours.
- ✓ Participate in required discussions or other student-to-student interactions regularly.
- ✓ Provide timely and frequent, meaningful, and individualized, qualitative, and quantitative assessment and feedback on student work within your stated response times.
- ✓ Provide substantive feedback using Canvas or Turnitin Rubrics.
- ✓ Contact or use ConexED to flag students who need are not participating, need help, require tutoring, or are falling behind.
- ✓ Inform students and your manager when you cannot avail yourself for interactions for any reason and inform them again when your availability returns.

STUDENT-TO-STUDENT SUBSTANTIVE INTERACTIONS

To initiate and maintain regular and substantive student-to-student interactions, do the following:

ALL THESE SMALL-SCALE INTERACTIONS:

- ✓ Create icebreaker or introduction activities in week one with required peer replies.
- ✓ Create and remind students of the existence of online communication tools, such as Discussions created solely for student-to-student type interactions, such as a “Student Lounge” or “Cyber Café.”
- ✓ Allow comments on Canvas Studio lecture videos and on course announcements.

PLUS, 2 OR MORE OF THE THESE STUDENT-TO-STUDENT INTERACTIONS

- ✓ weekly engaging 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, projects, and peer reviews.
- ✓ group document annotation requiring students to complete homework assignments to markup documents.
- ✓ 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, indicate so here]**

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 will 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 connect 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, mention that here]**

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.

LASSEN COMMUNITY COLLEGE

[COURSE ID] COURSE SYLLABUS

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
- [INSERT ROOM NAME/NUMBER]
- [INSERT Class Meeting Days, Times]

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:

ISLO 1: COMMUNICATION

Ability to listen and read with comprehension and the ability to write and speak effectively.

ISLO 2: 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.

ISLO 3: 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.

ISLO 4: 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 for accomplishment of goals; ability to interact successfully with other cultures.

ISLO 5 CULTURAL AWARENESS

Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and contribute to our growth and understanding as an educational community.

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:

- ✓ 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.
- ✓ 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. The due dates of each display are in the Course Summary section of Canvas and will update individually for students in case I allow an extension on any due date.

Week	Module Name	Readings	Discussions	Quizzes/Exams	Other Assignments
------	-------------	----------	-------------	---------------	-------------------

1	Module Getting Started	1:	Canvas Orientation, Syllabus Review, Getting Started	Discussion 1: Introduce Yourself		
2	Module INSERT MODULE TITLE	2:	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 Group	Assignment 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 on 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

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:

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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!

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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 no matter where you are in Canvas by clicking the "Inbox" icon located in the left-hand global navigation bar from within Canvas.

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 lets 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 of 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 tell 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. 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 accommodation, please visit the Lassen College DSPS Website for contact and additional information. You can submit the necessary accommodation directly to me and I will work to ensure it is implemented in a timely fashion for you.

HOW TO USE CANVAS

CANVAS TECHNICAL HELP

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

- <http://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](#).
- Click the Help button in Canvas to begin chatting immediately with a live representative if you are 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 articles below to learn how 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 article link below 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 have 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; and is [available as a stand-alone document for reviewers.](#)

ONLINE COURSE REVIEW INFORMATION

Date: _____

College: _____

Instructor Name: _____

Local Course ID: _____

Course C-ID: _____

Reviewer Name: _____

Review Type: Self Peer

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 primarily under faculty control when developing a course. Since Section D addresses elements that must be present, the elements in this section, when applicable, are only marked as Incomplete or Aligned.

TABLE OF SECTIONS

SECTION A: CONTENT PRESENTATION

- A1-A3: Unit-Level Objectives
- A4-A8: Use of CMS
- A9-A11: Learner Support
- A12-A14: Institutional Support

- D12-16: Audio and Video

SECTION B: INTERACTION

- B1-B3: Instructor Contact
- B4-B6: Student-to-Student Contact

SECTION C: ASSESSMENT

- C1-C4: Effective Assessment
- C5-C8: Guidance and Feedback

SECTION D: ACCESSIBILITY

- D1-D10: Formatting
- D11: Accessibility Checkers

SECTION A: CONTENT PRESENTATION – UNIT OBJECTIVES

Incomplete		Aligned		Additional Exemplary Elements	
A1: Placement of Objectives					
<input type="checkbox"/>	Objectives are not included in individual learning units.	<input type="checkbox"/>	Objectives are included in the individual learning units	<input type="checkbox"/>	Objectives are consistently placed and easy to locate in each learning unit.
A2: Clarity of Objectives					
<input type="checkbox"/>	Objectives do not include demonstrable learning outcomes	<input type="checkbox"/>	Objectives consistently include demonstrable learning outcomes.	<input type="checkbox"/>	Objectives are written in language that is student centered.
A3: Alignment of Objectives					
<input type="checkbox"/>	Learning unit content is not aligned with or sufficient to meet unit objectives.	<input type="checkbox"/>	Content is clearly aligned with and sufficient to meet the learning unit objectives.	<input type="checkbox"/>	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					
<input type="checkbox"/>	Navigation and content flow are not easily determined.	<input type="checkbox"/>	The user can easily determine navigation and content flow.	<input type="checkbox"/>	Clearly labeled tutorial materials explaining how to navigate the specific course are included.
A5: Unit-Level Chunking					
<input type="checkbox"/>	Content is not presented in distinct learning units or modules.	<input type="checkbox"/>	Content is meaningfully segmented into distinct units or modules to aide in learning.	<input type="checkbox"/>	Learning units or modules are consistently structured and sequenced to reduce cognitive load.
A6: Page-Level Chunking					
<input type="checkbox"/>	Page content is not chunked in manageable segments using headings, making content reading difficult.	<input type="checkbox"/>	Page content is chunked into manageable segments using headings that facilitate online reading.	<input type="checkbox"/>	Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management (CMS) Tools					
<input type="checkbox"/>	CMS Tools that could reduce the labor intensity of learning are not used effectively.	<input type="checkbox"/>	CMS Tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.	<input type="checkbox"/>	CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia					
<input type="checkbox"/>	Content is presented primarily using one medium.	<input type="checkbox"/>	A variety of media, including text, audio, video, images, and/or graphics are used throughout.	<input type="checkbox"/>	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					
<input type="checkbox"/>	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).	<input type="checkbox"/>	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.).	<input type="checkbox"/>	Instructions are directly embedded with the content.
A10: Learning Support					
<input type="checkbox"/>	There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning	<input type="checkbox"/>	Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.	<input type="checkbox"/>	Frequent individualized learning opportunities are provided throughout the course.
A11: Learner Feedback					
<input type="checkbox"/>	Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	<input type="checkbox"/>	Learners can give anonymous feedback to the instructor regarding course design and/or course content after course completion.	<input type="checkbox"/>	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					
<input type="checkbox"/>	Institutional/instructor policies relevant for learner success are not included or are difficult to find.	<input type="checkbox"/>	Policies relevant for learner success e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	<input type="checkbox"/>	Institutional/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services					
<input type="checkbox"/>	Links to institutional services are not included, thus requiring students to exit the course to find support resources.	<input type="checkbox"/>	Links to institutional services, such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	<input type="checkbox"/>	Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support					
<input type="checkbox"/>	Information about and links to technological support are not included or easily found.	<input type="checkbox"/>	Technology support is explained to students, and relevant contact information and/or links are easily found	<input type="checkbox"/>	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					
<input type="checkbox"/>	Instructor does not initiate contact prior to or at the beginning of the course	<input type="checkbox"/>	Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/>	Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact					
<input type="checkbox"/>	The course design is lacking opportunities for regular effective student contact initiated by the instructor	<input type="checkbox"/>	The course design includes regular instructor-initiated contact with students using CMS communication tools.	<input type="checkbox"/>	The course design includes many opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact					
<input type="checkbox"/>	Instructor's contact information, including expected response times, is missing or not easy to find.	<input type="checkbox"/>	Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/>	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					
<input type="checkbox"/>	Students are not given opportunities to initiate interaction with other students in the course.	<input type="checkbox"/>	Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/>	The course makes various tools and methods available for student-initiated interaction to accommodate various communication styles.
B5: Regular Effective Contact Among Students					
<input type="checkbox"/>	Students have no or limited opportunities to engage in regular effective contact with other students limited to a single Q&A Discussion Forum only)	<input type="checkbox"/>	Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/>	The design & facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels					
<input type="checkbox"/>	Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/>	Guidelines explaining required levels of student participation, quantity, and quality of interactions) are consistently provided.	<input type="checkbox"/>	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					
<input type="checkbox"/>	There is little or no evidence of authenticity built into assessments.	<input type="checkbox"/>	Assessment activities lead to the demonstration of learning outcomes.	<input type="checkbox"/>	Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity					
<input type="checkbox"/>	Students are evaluated on performance un related to the stated objectives.	<input type="checkbox"/>	Assessments appear to align with the objectives.	<input type="checkbox"/>	Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety					
<input type="checkbox"/>	Assessments are limited primarily to one type of assessment (either formative or summative).	<input type="checkbox"/>	Both formative and summative assessments are used throughout the course.	<input type="checkbox"/>	Multiple types of formative and summative assessments are used in research projects, objective tests, discussions, etc.)
C4: Frequency					
<input type="checkbox"/>	Assessments are few and infrequent.	<input type="checkbox"/>	Multiple assessments are administered during the course.	<input type="checkbox"/>	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					
<input type="checkbox"/>	Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	<input type="checkbox"/>	Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	<input type="checkbox"/>	Rubrics and/or descriptive criteria for desired outcomes include models of "excellent work."
C6: Assessment Instructions					
<input type="checkbox"/>	Assessments include little or no instructions.	<input type="checkbox"/>	Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/>	Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback					
<input type="checkbox"/>	There is little to no evidence of meaningful feedback on student assessments.	<input type="checkbox"/>	The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	<input type="checkbox"/>	Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance
C8: Self-Assessment					
<input type="checkbox"/>	There is little to no evidence that students are provided opportunities for self-assessment	<input type="checkbox"/>	Opportunities for student self-assessment with feedback are present.	<input type="checkbox"/>	There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.
Criteria C5-C8 Comments:					

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
<p>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: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents MS. <input type="checkbox"/> Word <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>D1 Comments:</p>			
D2: Lists	N/A	Incomplete	Aligned
<p>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: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents MS. <input type="checkbox"/> Word <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2 Comments:			
D3: Links	N/A	Incomplete	Aligned
<p>Links are identified with meaningful and unique text in place of displaying the URL.</p> <p>Check:</p> <p><input type="checkbox"/>Canvas Content</p> <p><input type="checkbox"/>Documents MS. <input type="checkbox"/>Word <input type="checkbox"/>PDFs <input type="checkbox"/>Digital Presentations <input type="checkbox"/>Spreadsheets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3 Comments:			
D4: Tables	N/A	Incomplete	Aligned
<p>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.</p> <p>Check:</p> <p><input type="checkbox"/>Canvas Content</p> <p><input type="checkbox"/>Documents MS. <input type="checkbox"/>Word <input type="checkbox"/>PDFs <input type="checkbox"/>Digital Presentations <input type="checkbox"/>Spreadsheets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4 Comments:			
D5: Color Contrast	N/A	Incomplete	Aligned
<p>There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.</p> <p>Check:</p> <p><input type="checkbox"/>Canvas Content</p> <p><input type="checkbox"/>Documents MS. <input type="checkbox"/>Word <input type="checkbox"/>PDFs <input type="checkbox"/>Digital Presentations <input type="checkbox"/>Spreadsheets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D5 Comments:			
D6: Color and meaning	N/A	Incomplete	Aligned
<p>Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.</p> <p>Check:</p> <p><input type="checkbox"/>Canvas Content</p> <p><input type="checkbox"/>Documents MS. <input type="checkbox"/>Word <input type="checkbox"/>PDFs <input type="checkbox"/>Digital Presentations <input type="checkbox"/>Spreadsheets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6 Comments:			
D7: Images	N/A	Incomplete	Aligned
<p>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”).</p> <p>Check:</p> <p><input type="checkbox"/>Canvas Content</p> <p><input type="checkbox"/>Documents <input type="checkbox"/>MS. Word <input type="checkbox"/>PDFs <input type="checkbox"/>Digital Presentations <input type="checkbox"/>Spreadsheets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7 Comments:			
D8: Reading Order	N/A	Incomplete	Aligned
<p>Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Check:</p> <p><input type="checkbox"/>Canvas Content</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Documents <input type="checkbox"/> MS. Word <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> 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: <input type="checkbox"/> Digital Presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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: <input type="checkbox"/> Excel and Google Sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents <input type="checkbox"/> MS. Word <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11 Comments:			
D12: Videos	N/A	Incomplete	Aligned

<p>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: <input type="checkbox"/> Required video content inside the CMS or external video content linked to from within the course.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>D12 Comments:</p>			
<p>D13: Audio</p>	<p>N/A</p>	<p>Incomplete</p>	<p>Aligned</p>
<p>Audio files must be accompanied by complete and accurate transcripts. Check: <input type="checkbox"/> Required audio content and external audio-only content linked to from within the course.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>D13 Comments:</p>			
<p>D14: Flashing Content</p>	<p>N/A</p>	<p>Incomplete</p>	<p>Aligned</p>
<p>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: <input type="checkbox"/> Videos <input type="checkbox"/> Canvas Content <input type="checkbox"/> Files, including slides, documents, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>D14 Comments:</p>			
<p>D15: Live Captions</p>	<p>N/A</p>	<p>Incomplete</p>	<p>Aligned</p>
<p>Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Check: <input type="checkbox"/> Plan for captioning any live, synchronous video events planned for the course.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 SAMPLE COMMUNICATION PLAN

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 on the course. I care about you, I care about the challenges you face, and I care about supporting your learning. Here are 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 frequent 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 will 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.

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 no matter where you are in Canvas by clicking the "Inbox" icon located in the left-hand global navigation bar from within Canvas.

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 to mark the item complete, which demonstrates the assignment or task has been completed.
- **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.

APPENDIX 5: COMMUNICATION TEMPLATES

Included below are sample announcements you can post in Canvas.

PRE-COURSE CHECK-IN SAMPLE ANNOUNCEMENT

NOTE: Faculty, please make sure your course is published and the start date has been modified. We recommend this announcement one week (or at least a couple of days) before the course starts.

WELCOME TO (FACULTY INSERT COURSE NAME))

Dear Students,

My name is **[insert faculty name]**, and I am excited that you will be joining me in **[insert course name]** this semester! I look forward to hearing your ideas, asking questions, and sharing your learning experiences in the coming weeks! Our class starts on **[insert course start date]** and that is when you can login. To successfully login use the following:

How do I login to my class?

[Canvas Login](#)

Need help with your login?

[Lassen College Helpdesk](#)

MY OFFICE HOURS

Visit my **Syllabus page** in Canvas for my upcoming Office hours and to connect with any questions you may have. **[insert Syllabus Link for your course]**

1ST WEEK ACTIVITIES

Our class is fully online, and there are required activities to complete to stay actively enrolled. Please login and finish the following Week 1 Work which is due by **[insert due date for first week]**. Read the Week 1 module (includes our syllabus): **1) Course & Canvas Orientation, 2) Student Class Introductions Online Discussion, and 3) Review our Class Syllabus.**

TO SUMMARIZE:

Course starts on **[insert course start date]**

Student Introductory discussion **[insert due date for first week]**

Course Week 1 Module: Getting Started & Course Orientation **[insert due date for first week]**

That is, it, for now. Please email me at **[insert email address]** if you have any questions or concerns getting started. I am looking forward to a great semester of learning with you.

ABOUT YOUR INSTRUCTOR

faculty insert where students can learn more about you.

I believe in you.

Faculty Signature

BEGINNING OF WEEK MODULE SAMPLE ANNOUNCEMENT

Dear Students:

Welcome to Week (x):

This week (insert brief overview, motivations, examples) you will learn more about, (insert items to learn about).

Reminder of Items Due:

1. Readings (due by)
2. Writings (due by)
3. Assignments (due by)
4. Discussions
 - a. Initial replies (due by)
 - b. Peer replies (due by)

Get started by clicking Modules, then look at your overview for more specifics!

Good luck this week! I will see you in my class discussions. If something gets tough, or you have questions, please see my Syllabus for office hours. You can always email me through the Canvas Inbox. I will reply as indicated in the communication plan outlined in the Syllabus!

Respectfully,

Instructor Name

MIDWEEK ANNOUNCEMENT

Hello students!

Magnificent work so far on your week! It has been nice participating in discussions this week. If you are falling behind or need an extension, please see my Syllabus policies about late work and ensure you are following these policies. We can remain flexible as we know sometimes things come up in life! No worries, just please communicate as soon as you know there is going to be a delay in your participation!

Keep on strong and finish out the week. Do not forget, you have assignments due as outlined in my previous announcement (and in your Syllabus).

Thank you all for your hard work.

Instructor Name

END OF WEEK ANNOUNCEMENT

Dear Students!

Splendid work this week! Keep going strong into next week when I will post a new announcement for you to kick things off! A brief reminder that the following items are due tonight:

1. Readings (due by)
2. Writings (due by)
3. Assignments (due by)
4. Discussions Peer replies (due by)

Please check your Grades area for my feedback as well as your score. Reach out to me as soon as possible if you note any discrepancies or are confused! The module conclusion and wrap-up provides specific information as to how to review feedback and grades, so make sure to view that by the end of the week!

Instructor Name