Distance Education Handbook
2015-2018

Definition of Distance Education

Distance Education is defined by Title 5 Section 55200 as

> …instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d). NOTE: Authority cited Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.

Distance Education is further defined by ACCJC in the following way:

> …for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CDROMs, in conjunction with any of the other technologies.

See **Appendix A** for Title 5 Distance Education Guidelines.

Mission of the Clovis Community College

Clovis Community College Mission Statement: Creating Opportunities One Student at a Time
- We embrace diversity and service all students of the community
- We believe education is based on integrity, generosity, and accountability
- We foster critical, creative, and engaged thinking
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs
- We cultivate community partnerships to enhance student learning and success
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes

Purpose of the Clovis Community College DE Subcommittee

In support of the institution's Mission, Vision, and Values, the Clovis Community College's Distance Education program will provide "anytime-anywhere" educational opportunities to foster and cultivate professional, well-prepared individuals who will contribute to their respective communities.

The Distance Education subcommittee (and the CCC DETAC when appropriate) shall report and make periodic recommendations to the Academic Senate on matters related to instructional and student services technology and distance education.

DE Dean is responsible for the following:
a. Recommend procedures related to the development of and support for programs, services, degrees, and courses in distance education
b. Develop procedures that provide technical, administrative, and academic support and training to ensure Distance education learner success
c. Develop procedures that provide technical, administrative, and professional support for faculty who elect to teach distance education courses
d. Establish procedures and best practices to comply with ACCJC and state standards for appropriate learning and teaching strategies on line
e. Measure and evaluate the success of distance education courses and services
f. Conduct periodic review of past, current, and future facilities, equipment, and software needs for instructional technology, student services technology, and distance education
g. Insure accessibility requirements are being met in online classes

DE Co-Chair(s) are responsible for the following:
a. Review standards of proficiency that will be recommended for faculty to teach a distance education course
b. Establish procedures and best practices to comply with ACCJC and state standards for appropriate learning and teaching strategies on line
c. Prepare agendas and schedule DE TAC meetings
d. Liaison between curriculum committee and academic senate
e. Identify faculty training needs

History of the Clovis Community College Distance Education Program

In its infancy, the Clovis Community College Distance Education program consisted of a few tele-courses and courses conducted via synchronous multi-site video feeds. In 1998, the program began to offer a handful of online courses in Business and English using instructor-designed websites with non-standardized software. Instructors relayed course content through posting of text-based materials. During the following decade, several important technical transitions took place ensuring greater cohesiveness in course offerings and equivalent rigor in presentation: district-wide adoption of Microsoft Office, including an e-mail client for administration, faculty, and staff, eventually leading to the district-wide issuance of student e-mail addresses; college (then district-wide) adoption of Learning Management System as the CMS; use of lecture-capture software (initially Impatica, then Tegrity, and finally Camtasia Relay/Studio) for presentation of lecture materials. In 2012, the Clovis Community Collge Center established a Distance Education Technology Advisory Committee (DETAC) including a Distance Education (DE) subcommittee.

Definitions of Clovis Community College Distance Education Courses

Defining the various types of distance education classes can sometimes create confusion on the part of all constituencies (administration, faculty, staff, students, and community) since the definitions of online and hybrid courses have not always been treated consistently depending on context (state reporting, curriculum, contract). Please refer to the following table:

Descriptor	Definition	Curriculum	Notes
Fully online	Courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to a Clovis Community College learning center to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Distance Education (DE) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact)	Readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.
Hybrid	Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to a Clovis Community College site for any reason (testing, orientation, etc.).	Requires separate Curriculum Committee approval with Distance Education (DE) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact). For state reporting purposes, hybrid courses with greater than 51% of contact hours conducted online are reported as distance education courses. Courses with less than 51% LHE online are not considered a distance education course but still must be approved for distance education delivery by the Curriculum Committee	Requires faculty readiness standards are met prior to online teaching. Face-to-face class meetings must be clearly identified in the printed Schedule of Courses and in WebAdvisor.
Face-to-face (web-enhanced)	Face-to-face courses that require the student to access the Internet and/or Learning Management System as part of the course work. All courses offered by the college are provided with a Learning Management System course shell that an instructor may choose to employ for the posting of materials (e.g. syllabus, classroom handouts, and lecture materials) and grades.	No further Curriculum Committee approval is necessary other than the Course Outline of Record.	These courses at a minimum will declare the required online use in the course syllabus.

- All modes of instruction must meet Section 508 standards of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act.

Organizational structure

The following individuals serve the Clovis Community College Distance Education Program in the following capacities:

Vice-President of Instruction & Student Services
Supervises the Faculty Distance Education Coordinator(s) and is ultimately responsible for the administration of the Distance Education Program as part of the larger Office of Instruction.

Faculty Distance Education Coordinator(s)
A faculty member(s) who receive 6 FTE's serve as liaisons between faculty and administration in distance education matters, assists in planning efforts for DE professional development, chairs the Distance Education Sub-Committee, and if requested reviews DE curriculum and courses.

Dean of Distance Education and Technology
Administrator for Technology infrastructure for CCC provides leadership in all areas related to technology (hardware, software, networking, new purchase, maintenance, replacement, and repair). CCC Director of Technology works cooperatively with RC and FCC.

Additional Online Student Support Services

Admissions
Students have access to applying online for admissions though the cloviscollege.edu website.

Orientation
As of fall 2013, the district admissions policy requires that all new students complete the district-wide online orientation designed by the counseling team. The district campuses contracted with Cynosure to assist in the development of a new interactive online orientation. The purpose of the SCCCD Online Orientation is to provide first-time college students with a comprehensive introduction to the district's policies, procedures, programs, and services.

Counseling
Live Help - online academic counseling sessions provide "real-time" academic assistance for students unable to come on campus for academic counseling services.

Frequently Asked Questions - The FAQ service is available 24 hours a day, 7 days a week. Students can search the FAQ database for common questions and answers.

The CCC Counseling Department has developed Facebook Pages, Learning Management System organizations, a weekly e-mail called "Clovis 411," and a new counselor newsletter called *Counselor Chronicles*. All these resources provide students with important updates and information regarding the college's policies and procedures in an electronic or online format, as well as in hard copy in the counseling department office.

Career Services
The counseling department has developed a Learning Management System site that provides students with career information online. This site includes information on career planning, interest inventories,

tips for interviewing, resume writing, and a variety of other links to guide students along their career path. Learning Management System allows for tracking the number of users who access the site.

Financial Aid
Students can access a variety of financial aid forms online. Students can apply for financial aid via the FAFSA.gov website, sign their promissory notes for student loans online, renew their student loan online, and access a scholarship application electronically. Students can also go to mywebgrants.org to view and update their Cal Grant eligibility. At csac.ca.gov, they can apply for the Chaffee Grant for Foster Youth. They can also apply for the Board of Governors Fee Waiver through www.cccapply.org or any of our district websites including cloviscollege.edu.

Bookstore
The Bookstore offers a new service where students can order/purchase textbooks through our on-line store, and pick them up in the bookstore.

Library
The Clovis Community College Library's virtual resources include access to over forty research databases comprised of full-text scholarly, magazine, and newspaper articles, reference sources, statistical information, streaming video, and approximately 30,000 eBooks. The librarian is available for research assistance via email, phone and the "Ask the Librarian" button on the Clovis Community College website. Subject research guides, citation style sources, recommended web sites, and tutorials that instruct students in finding, evaluating, and using information complete the selection of resources available to CCC students online.

Registration
Datatel is the student information system that SCCCD uses to track all student records. The Datatel system has a registration module, accessed by faculty and staff to register students in person and an online registration module (WebAdvisor) which students can access directly.

WebAdvisor provides online accessibility to students throughout the district and addresses various student needs. Services available through WebAdvisor include graduation applications, unofficial transcript review, adding/dropping classes, degree evaluation, searches for open/closed sections, identifying student identification number, updating address, registering for classes, financial aid status, academic standing, assessment/placement test results, and online payments.

Probation Workshop
The new and improved SCCCD Online Probation Workshop (OPW) was a collaborative effort of the district-wide probation team. Student services contracted with Cynosure to develop the OPW workshop in 2013. The purpose of the OPW is to provide students on Level 1 probation (academic or progress) with information about probation and tools to assist them in being successful in college and also clear them to register.

SARS (Scheduling and Reporting System)
CCC has implemented several of the components of the SARS (Scheduling and Reporting System) software, including:
- SARS Call   Student phone messaging system
- SARS Grid   Appointment scheduling and reporting system

- SARS Alert   Early alert referral system
- eSARS   Online student appointment system
- SARS Trak   Student self-serve check in/check-out system

Early Alert/SARS Alert

CCC has implemented the SARS (Scheduling and Reporting System) Alert system. The SARS Alert model identifies students who are having difficulty in the classroom. This online tool allows instructors and counselors to work together in assisting students and providing them with the appropriate intervention and services as needed.

Health Services and Mental Health Services

Currently all online students are able to contact the nurse via e-mail in order to ask questions and/or obtain health information or referral for Mental Health Services as needed. In addition, health services has identified free on-line reputable college student health and mental health resources and linked them to the health and mental health web pages for easy student access. These websites provide advice, self-help information, and information on how students can obtain assistance from campus and community mental health resources. Health Services also offers all CCC students a free subscription to an online student health magazine called *Student Health 101*. This online resource provides students with well-researched and medically-reviewed information on health topics specific to the college student population. The magazine includes a self-care guide that allows students to get accurate advice on how to care for various illnesses, injuries, and other conditions and includes information on when they should seek professional care.

Transfer Services

The Counseling Department has developed a Learning Management System site that provides students with transfer information online. This site includes information on California State University (CSU), University of California (UC) and private university admissions, Transfer Admission Guarantees (TAGs), online admission application workshops, Transfer Associate Degree programs, and a variety of other links to guide students along their transfer path, including www.assist.org, UC Transfer Admission Planner (TAP), and SCCCD Online Counseling services (Live Help). Learning Management System allows for tracking the number of users who access the site.

Veterans Resources

The CCC website has been updated to provide veterans with the resources necessary to begin the process to receive their benefits. The CCC has developed a Veterans Forms page for counselors to provide students with the appropriate chapter packet to begin the process, which students and counselors can find at cloviscollege.edu on Learning Management System.

Program and Course Development Process

The DE addendum submitted to the Curriculum Committee must fully identify how methods of instruction have been adapted for online delivery and what strategies will be employed to ensure regular and effective contact as required in Title 5. See Appendix C, Curriculum Committee Request for Approval of a Course Via Distance Learning.

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from the curriculum committee. New distance education courses must be approved for traditional face-to-face delivery first before developing the course for online delivery.

Faculty members developing an online course are strongly encouraged to work in tandem with other experienced Distance Education faculty. Throughout the development process, faculty should collaborate with one another to ensure best practices and to share insights into both the technology and the pedagogical ramifications of converting a traditional course for online delivery. Several checklists or rubrics exist for assisting faculty in this critical endeavor. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their online course to ensure that opportunities have been created for active, student-centered learning. It is strongly suggested that faculty members developing a new course using the Quality Matters Rubric for Online Instruction [https://www.qualitymatters.org/layout-1/download/QM%20Standards%202011-2013-4.pdf] as a means of evaluating the design of their courses.

Distance Education Policies

Institutional support

State Center Community College District, CCC Dean of Distance Education and Technology, and/or CCC Vice President of Instruction and Student Services are responsible for providing the following:

1. Funding for the LMS
2. Funding for a 24/7 monitoring of all technical systems related to online program delivery
3. Regularly offered comprehensive training for faculty, staff and administrators, as well as web based tutorial assistance with the learning management system, and help desk support
4. Orientation and readiness material for students available prior to their enrolling in DE courses as well as 24/7 help desk support
5. Student support services at a distance, including library, counseling, bookstore, orientation, and enrollment services
6. Easily accessible schedule, catalog, and major sheets for students seeking distance-learning opportunities
7. Support for course development and delivery particularly in the area of accessibility compliance
8. A system for designating in which states our enrolled online student are residents and detailing where and how Clovis Community College can obtain approval to offer courses to students in those states
9. Appropriate substantive change report to the ACCJC when programs reach the ability to offer 50% or more of their degree or certificates via distance education

Student integrity and authentication

1. Students access the learning management system through a college administered authentication process (student ID related password protection)
2. Password updates take place on a regular basis

3. Instructors are encouraged to use multiple methods of assessment in their course design. (see http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf)
4. Assessment, grading and interactive activities will take place within an authenticated, copyright appropriate, and Section 508 compliant environment
5. Instructors will monitor student activity and participation in the course
6. Instructors are encouraged to define plagiarism and cheating in online course policies

Faculty readiness
See **Appendix B**

Effective Instructor Communication

Title 5, Section 55204 defines effective communication as "regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors."

In addition the Chancellor's office "stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. (Page 7: http://extranet.CCCo.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Clovis Community College interprets this statement as instructor initiated interaction between the instructor/student; instructor/student/content; and or instructor/student/interface. This interaction allows students multiple opportunities and times for interaction to communicate with their instructors by means of asynchronous and or synchronous modes. Any portion of a course that is delivered through distance education (hybrid or online) will have regular and effective instruction that fits the discipline(s) or subject(s) taught.

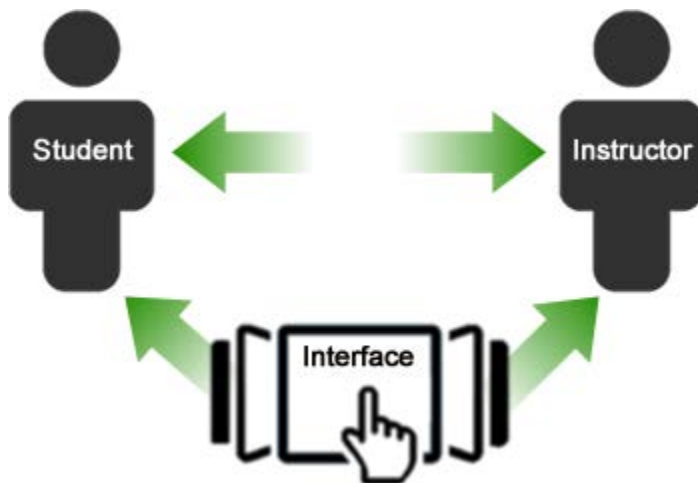Regular Effective Communication can be achieved by (but not limited to):

instructor/student;
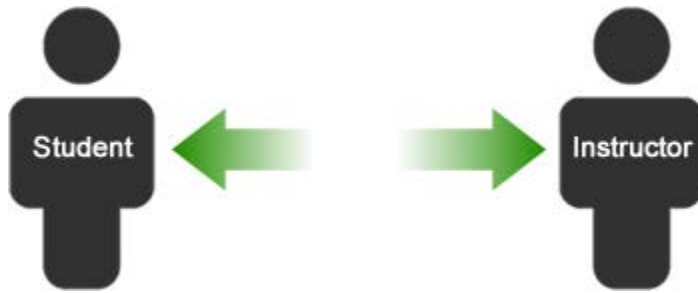
instructor/student/content
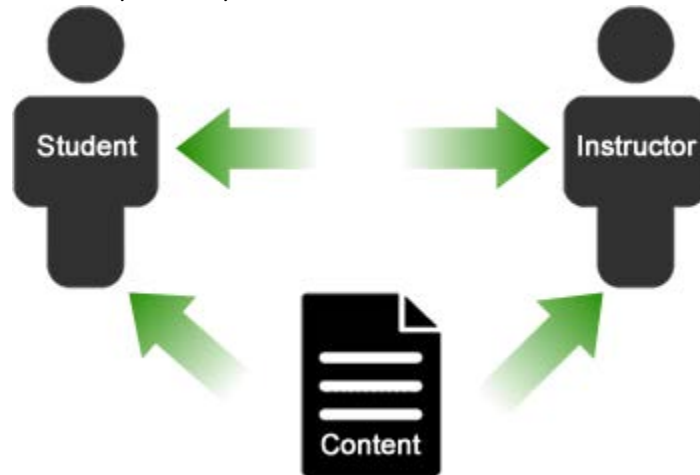
instructor/student/interface

The following are best practices in Effective and Regular Communication.

Class Design:

- Courses are designed that prompt the instructor to be present, active, and engaged with the students**.**
- Instructors maintain an active presence.
- Instructors ask students for feedback about the course on a regular basis and revise content as needed.

Syllabus:

- Courses include an effective communication statement in the course syllabus. An example effective communication statement is below:

  > *"My office hours are Monday-Thursday 2:00-2:50 and Friday 1:00-1:50 in AC1-999. In addition to my office hours, I am available for online office hours through CCC Confer. Please see e-mail information to log in for online sessions. I also am available at 559-549-999 from 9:00 AM-3:00 PM and by e-mail. Email is my preferred method of communication. I will respond to e-mails within 24 hours. Include your first and last name and course and section number in the subject line of the e-mail. If you have not received a response within 24 hours, please contact me again, in case I did not receive your communication. Additionally, I strongly encourage students to contact me with class-related questions in the Q&A forum. I will check this forum daily and many of your other classmates may have these questions as well! Finally, I will post comments on all graded assignments. Please check Bb and turnitin.com for comments on assignments."*

- Make known the response time for student questions/inquiries.
- Make known the response time for assignment feedback (e.g. 1-2 business days).
- Courses specify the frequency and methods of instructor-initiated contact within the classroom. For example, office hours, email, telephone, text messages, chat, etc.

Class Assignments:

- Courses should include instructor designed material and should not exclusively rely on publisher's material.
- Instructors should monitor content activity to encourage student's participation and to keep discussions on topic.
- Student feedback needs to be timely (frequency and response time should be stated in syllabus).

Discussion Board

- Create a specific forum for questions regarding the course.
- Pose questions in the discussion boards, which encourage various types of interaction and critical thinking skills among all course participants.
- Encourage student-to-student interaction in the discussion boards.

Communication:

- Creating multiple opportunities and times for students to communicate with their instructors by means of asynchronous and or synchronous modes.
- Give frequent and substantive feedback throughout the course.
- All effective communication needs to be in a form that can be documented and verifiable.
- If you are going to deviate from the stated communication policy, let your students know.

Teaching and learning

In order to develop quality Distance Education courses, the following standards will be applied:

1. All Distance Education courses will follow the approved course outline of record.
2. Distance education students will be given information about course requirements, expectations regarding course work standards, equipment needs, and techniques for succeeding in a distance education environment. Courses provide instructions for tasks the student are required to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
3. Students will be required to be active learners in presenting, organizing, applying, and constructing information, ideas, and knowledge. They are prepared and expected to participate in collaborative activities throughout the length of their course of study.
4. All course objectives, Student Learning Outcomes (SLOs), and requirements are clearly presented in each course.
5. Courses will provide opportunities for ongoing interaction between teacher and students, among students, and between students and the learning environment (Regular Effective Contact). Students are held accountable for the communication activities within courses.
6. All student assignments and their due dates, as well as tests and test dates, will be explained and posted in a way to give reasonable preparation time for the student.
7. Any special testing (i.e., proctoring) and laboratory situations and/or arrangements will be clearly described to the student in the syllabus and announcements area of the course. Fully online courses may not require the students to come to a Clovis Community College site. Hybrid courses must inform students of specific dates and times when on-campus meetings are required through the syllabus, WebAdvisor, and the printed Schedule of Courses.
8. Course design will try to address multiple learning styles of students.
9. Student assessment and evaluation methods will be relevant to the activities, reading assignments, and other learning materials presented in the course.
10. Instructor feedback to student assignments and questions will be constructive and provided in a timely manner.
11. Instructors will keep back-up copies of their digital grade books.
12. The instructor will make frequent announcements regarding the progress and processing of the course.

13. Faculty will post cheating and plagiarism policies in the online syllabus.
14. The course content will be kept current term by term and will open on the date listed for the start of the semester and remain open at least until the closing date of the course as listed in the schedule.
15. Technology will be appropriate to the course pedagogy.
16. The course contents will adhere to the course syllabus checklist available in the Clovis Community College Faculty Handbook.

See **Appendix D** for the Online Education Initiative Rubric.

Accessibility and Security
1. Distance Education courses provide accessibility for those users employing screen readers. Images and links contained in the course website must show alternate text upon cursor contact. Presentations employing audio files must be captioned.
2. Distance Education students have access to sufficient library resources that may include a "virtual library" accessible through the Web.
3. Academic counseling will be available to distance learning students at the same level as it is for students in on-campus environments.
4. Privacy and Protection Standards from FERPA are followed.
5. Procedures are in place to help ensure security of student work.
6. Students receive clear instructions to save and retain copies of all work submitted electronically.
7. Instructors back-up all grade book data.

Class Evaluation
1. An approved evaluation instrument is provided within the course to ensure student feedback on the organization and content of the course and the instructor performance.
2. Reviews of student outcomes include assessment of student products and exams, as well as student evaluations of the course.
3. Data on enrollment, costs, and successful/innovative uses of technology are used when reviewing program effectiveness.
4. Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
5. Courses meet or exceed Clovis Community College's academic standards.
6. Courses are reviewed on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.
7. Peer Evaluation of the Instructor will be accomplished via approved methods as agreed to by the Academic Senate, the bargaining unit (CFT Local #1533), and District. See Appendix C for CCC Faculty Online Observation Form.
8. Program review for courses takes place in the individual discipline areas as do creation and maintenance of Student Learning Outcomes.

Student Support

1. All students will have 24/7 access to the Learning Management System.
2. Distance Education students will have the same access to both academic and student services resources as traditional students.
3. All courses have course shells that are populated at the time of enrollment through the Datatel system.
4. Assistance for students who need help with the learning management system is located on each campus. 24/7 help desk support is also provided as outsourced to the Learning Management System Helpdesk.
5. The CCC Online page from the main college web site, and the Learning Management System portal, have assistance opportunities and information for students about accessing Learning Management System, course schedules, orientations, help desk and all other virtual support services.
6. Readiness information for students wanting to become Distance Education students will be available in the form of information and readiness tests for self-evaluation, available at the CCC Online page.
7. Preparedness opportunities will be available for students wanting to become DE students via an online orientation course (IS 202 or CIT 202).
8. A new student online orientation has been created and addresses online student services.

Department or discipline specific

1. The course adheres to the integrated Course Outline of Record and is the virtual equivalent to the traditional course.
2. The course is offered with rigor, depth, and breadth consistent with its face-to-face counterpart.
3. It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality.
4. Student learning meets the standards set within the discipline
5. Distance Education courses incorporate department's official course SLOs into the course design.
6. Faculty teaching in Distance Education modalities will have met minimum qualifications for the discipline and have met the Clovis Community College Faculty Readiness Standards.

Other faculty-related items

General Recommendations

This plan allows for sufficient opportunities and training for faculty who are interested in distance education instruction. The administration has assured the Senate and the bargaining unit that no faculty member will be penalized for not offering distance education courses or forced to convert courses to the online environment. One priority of the college will be to look for candidates for new faculty hires who are willing and/or able to incorporate technology resources into their teaching and learning. Current faculty members are given the opportunity to offer courses at a distance based on the need as appropriate to the discipline.

In accordance with Title 5 guidelines, which designate online and partially online courses as equivalent in credit status with regular courses, the Administration and Faculty of Clovis Community College, consider distance education courses the same in content and credit as regular courses. It is to be determined through bargaining what percentage of the instructor's load can be conducted in distance education mode.

Classroom Visitation Protocol for Online Courses

When an administrator visits a face-to-face class in session, the instructor, in general, has been verbally notified ahead of time, is present in the room, and aware of the visitation. It is appropriate to assume that the same notification protocols should exist during visitations in the virtual classroom. Because it is possible for administrators to observe an online course without the instructor's knowledge, the following protocol will be followed by Clovis Community College instructional administrators:

Visitation of online courses may occur by the department dean and/or the department chair, if the instructor has been verbally notified ahead of time:

- To ensure that the course is appropriately available to students in the course management system.
- To ensure that regular effective contact is taking place according the established Clovis Community College Regular Effective Contact Policy and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act.
- In response to a request from the instructor in the course. (questionable student conduct, technical problems, course development review, and recommendation.)
- In response to student complaints about the instructor, the course, or the course management system infrastructure.

This visitation does not constitute a formal evaluation; however, a formal evaluation may be planned because of the visit. An informal email summary of the visitation will be forwarded to the instructor upon the conclusion of the visitation.

Clovis Community College Distance Education Program Goals

Clovis Community College's commitment to maintaining a viable and quality Distance Education program is a logical extension of those goals articulated in the Strategic Plan for State Center Community College District and in the Clovis Community College2013-2017 Strategic Plan. These goals and consequent action items will be reviewed and examined as part of the Distance Education Technology Advisory Committee's (DETAC) ongoing review. The following CCC's Strategic Planning goals are in line with the DETAC:

Goal 1: Student Success

Clovis Community College (CCC) is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

Goal 2: Student Access

CCC recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

Goal 3: Teaching and Learning Effectiveness

CCC is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.

Title 5 Distance Education Guidelines

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55202. Course Quality Standards.
The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.
NOTE: Authority cited: Section 66700 and 70901, Education Code.
References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202
This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of distance education courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

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

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204
This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211, which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define "effective contact" including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Appendix B

Proposed Faculty Guidelines for new (and continuing) DE faculty

Initial Qualifications

- Prior verified distance education teaching experience. Dean, department chair, or discipline expert should have reviewed a CV indicating the extent of that experience, conducted an interview regarding the instructor's preparedness, as well as having access and opportunity to review at least one course site; OR
- Verified satisfactory completion and/or certification from a recognized distance education training program (e.g. @ONE, Cerro Coso, UCLA Extension, etc.);

Review of Course Site Design

- A new distance education instructor will make his/her developed course site available for review. Those designated to review the course site will be available for consultation with the new DE instructor.

Ongoing Training for Faculty

To be determined.

CURRICULUM COMMITTEE
REQUEST FOR APPROVAL OF A
COURSE VIA DISTANCE LEARNING

Clovis
Community
College

_____   _____   _____

Course ID   Course Title   Units

Distance Education Class Development Help

- **Distance education handbook:** All courses must meet the standards of the Distance Education (DE) Handbook. Review Distance Education Handbook.

- **For help creating a distance education site:** We encourage you to refer to the online education initiative website and look at the Course Design Rubrics.

- **Quality traits of an online teacher:** Teacher traits

Accessibility

Federal and state regulations require that all online course materials must be made available in accessible electronic format.

☐ I agree to provide course content in an accessible electronic format (i.e. captioned videos, transcripts for audio, and alternative text for images).

Describe additional adaptations necessary to meet accessibility guidelines (optional):

_____
_____

Requested mode of delivery and how it will be scheduled

☐ **Live Interactive TV** (2-way)

☐ **100% Internet-based** (NO meetings can be required for this class)

☐ **Open Option/Hybrid - Internet with 1%-99% on-campus meetings** (Program decides if meetings are required and how many if any.*)

   ✓ Percentage or number of mandatory face-to-face meetings _____ .
     If you choose to schedule a face-to-face meeting, instructor/program needs to reserve the date(s) and room(s) 6 months in advance of the start of the semester. Instructor/program also has to make sure that the wording in the college schedule reflects your intention for a required face-to-face meeting. Contact the Office of Instruction for date and room availability.

Class information

1. The reason(s) that this course is being considered for distance learning is/are:

   ☐ To reach students in remote areas.
   ☐ To provide a specialty course for students.
   ☐ To recruit and support students.
   ☐ To serve the community and business institutions with special training.
   ☐ Online education is preferred by student and instructor.

2. Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's **syllabi** and **effective communication** statement should reflect at least three of the examples below, and how they will be utilized in the course. (see DE handbook for examples of effective communication statements for syllabi)

   Examples of online class communication:

Announcements	Chat
Discussion Board	Email
Phone Text / App Text	Telephone
Schedule face-to-face meetings	Conferencing
Facilitation of student-to-student contact	Social Networking Sites
Feedback on individual student work	LMS wikis and blogs
Publisher provided software	Blogs
Interactive instructor designed lecture videos.	3rd party interactive software

3. What requirements are there for offering this course to students in the distance learning mode? (Add a second sheet if necessary to outline units in the course.)

   ☐ Tests and quizzes
       ☐ Online
       ☐ Proctored
       ☐ Scheduled face-to-face meetings _____ .
   ☐ Software purchase _____
   ☐ Other (explain)_____
       _____
       _____

All Distance Education instructors will follow the best practice guidelines in the Distance Education Handbook. Distance Education classes will be subject to evaluations (see teacher contract), and instructors will be required to provide evidence of regular and effective communication policies (please consult the Distance Education Handbook).

Course Design Rubric for the Online Education Initiative

==Revisions approved by Online Education Initiative Steering Committee for use during the OEI pilot on March 18, 2015.==

In order for a course to be offered as a part of the Online Education Initiative (OEI) course exchange, it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

A. Course Design - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.
B. Interaction and Collaboration - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.
C. Assessment - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.
D. Learner Support - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

Link to online education initiative: http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/