IVC Online Education Faculty Handbook
Version Spring 2016

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Introduction

This is a supplemental guide to Irvine Valley College’s (IVC) Faculty Handbook designed to provide information about policies and procedures for Online Education.

This handbook is organized as an online document that can easily allow for supplementation and revision as policies and procedures develop and change. The goals of this handbook are to articulate the mission and goals of the Online Education (OE) Program in relation to the processes noted in the Decision Making and Planning Manual, and provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.

Faculty may also refer to this handbook about training and mentoring for online and hybrid course delivery methods. The mandatory policies and procedures that relate to online education courses, best practices in online education, and how these best practices may be incorporated into course design and delivery, are found in this handbook.

Students will be able to meet their educational goals by accessing technology-assisted instruction in online, hybrid and web-enhanced courses. Faculty will be provided services, mentoring, and the technical support staff needed to assist them in the development, design, course evaluation, and ongoing maintenance of new and existing quality online courses.

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

Students in online education courses are required to ‘attend’ class and participate just as if they were in a face-to-face course. Attendance is based on documentation of course participation that meets the “regular effective contact” requirement. Instructors establish guidelines for how much each lecture, reading assignment, discussion or project qualifies as weekly course participation.

Faculty who teach online, or are interested in teaching online, are highly encouraged to participate in the IVC Online Education Task Force (OETF). The OETF updates and approves this Online Education Faculty Handbook.
Faculty Preparation: Five Principles of Online Learning

1 Create opportunities for student-success and learning.

In online learning environments, instead of being the sole source of content knowledge, the role of the instructor is as a facilitator. Students should be encouraged to interact not only with the content and instructor but also with each other in order to understand, research and come to their own conclusions about the course material.

2 Establish and maintain regular effective contact.

Regular effective contact is a requirement for online learning, which states that instructors must keep in contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation status.

3 Create opportunities that have practical real world applications.

The activities in online education courses should be authentic, that is, based on tasks that students would have to perform in various setting outside the classroom. Students should also have chances to enhance their knowledge about the world through critical thinking and reasoning skills.

4 Provide support for each student’s learning process and autonomy.

Online education instructors should engage all types of learners by providing content and assessments that respect and accommodate the different needs, learning styles and strategies of each student.

5 Ensure all course content is readily and easily accessible to all students.

Instructors should make certain that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and apply the principles of Universally Designed Learning (UDL) in both content delivery and learning activities.
Two Modes of Online Education

Online

An online/distance education course is delivered via the Internet, using South Orange County Community College District (SOCCCD) supported Learning Management System(s) (LMS). Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through regular effective contact, instructor and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. An online course is designated as “Online” in the comment section of the class schedule.

Hybrid

A hybrid online education course replaces some face-to-face class time with online instructional time. Online education course that requires students to attend on-campus, regularly scheduled class meetings, or other required on-campus activities, such as a lab, in-person orientations, or test sessions, may be a hybrid course. The district-supported LMS is used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A hybrid course is designated as “Hybrid” in the comment section of the class schedule, with specifics regarding the dates/times for on-campus meetings.

Not Correspondence Courses

It is important to understand that an online or hybrid course is not a correspondence course. In a correspondence course, student-initiated interaction is common, whereas in an online education course, instructor-initiated interaction is ubiquitous. In a correspondence course, instructor-student interaction is limited, whereas in an online education course, regular effective contact is required. Moreover, correspondence courses are usually self-paced, whereas online education courses typically follow the instructor’s schedule with regular due dates. (ACCJC’s Guide to Evaluating Distance Education and Correspondence Education June 2013)

Web-Enhanced Courses

A web-enhanced course is not considered to be an online course, but uses online activities to complement class sessions without reducing the number of required class meetings. This may be any course tied to the traditional classroom but involving some
sort of computer usage, such as the district-supported LMS, faculty-recommended websites, software simulation, or online design software for art, or engineering applications. Traditional courses and web-enhanced courses are very similar, indistinguishable in most cases, and therefore not designated differently in college publications.

**Faculty Preparation: Technology Readiness and Pedagogical Readiness**

Faculty teaching online and hybrid courses should demonstrate previous online experience or training prior to offering online education courses. This may include successful completion of courses such as those offered by @ONE Training.

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to most complex, are examples of what would be recommended to teach online and hybrid courses; courses at IVC which cover these topics are also listed for your convenience:

<table>
<thead>
<tr>
<th>Basic Computer Skills</th>
<th>Keyboarding</th>
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<tbody>
<tr>
<td>(CIM 201A)</td>
<td>Audio recording (microphone)</td>
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<tr>
<th>Database Management</th>
<th>Data entry</th>
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<tr>
<td>(CIM 115)</td>
<td>Data editing</td>
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<td>Database creation</td>
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<tr>
<th>File Management</th>
<th>Create &amp; name files</th>
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<tbody>
<tr>
<td>(CIM 107)</td>
<td>Understand file formats (docx, rtf, text, JPG, GIF, PDF, MPEG)</td>
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<tr>
<td></td>
<td>Understand file size and storage</td>
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<tr>
<td></td>
<td>Organize and manage files</td>
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<tr>
<th>Word Processing</th>
<th>Create, edit &amp; save documents</th>
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<tbody>
<tr>
<td>(CIM 210.1, 210.2)</td>
<td>Use formatting techniques (bulleted/numbered lists, page numbers, etc.)</td>
</tr>
<tr>
<td></td>
<td>Insert tables, graphs, and graphics into documents</td>
</tr>
<tr>
<td></td>
<td>Create Table of Contents (TOC) and Indexes</td>
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<tr>
<th>Presentation Software</th>
<th>Create, edit &amp; save presentations</th>
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<tbody>
<tr>
<td>(CIM 107)</td>
<td>Add multimedia to presentation</td>
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<tr>
<td></td>
<td>Record audio narration for presentation</td>
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<table>
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<tr>
<th>Email</th>
<th>Send &amp; receive email</th>
</tr>
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<tbody>
<tr>
<td>(CIM 107)</td>
<td>Attach documents &amp; pictures</td>
</tr>
<tr>
<td></td>
<td>Participate in email discussion groups/listservs</td>
</tr>
<tr>
<td></td>
<td>Create &amp; manage contact groups</td>
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</tbody>
</table>
Internet
(CIM 107)

- Create & manage discussion groups
- Understand & use different browser types
- Know how to do targeted searches
- Understand how to use online databases
- Be familiar with YouTube, podcasts, blogs, webinars & wikis
- Social Networking
- Use Facebook and Twitter

Learning Management System (LMS)
(See IVC Tech Services Support)
(See IVC Assistive Technology Asst)

- Upload content to the LMS
- Create, design, and edit course modules
- Make content accessible
- Create announcements, discussion forums, blogs, and wikis
- Create assessments, surveys, and polls
- Use the grading tools in the LMS
- Upload multimedia
- Use Video Chat

Pedagogical Practices
The following pedagogical practices promote effective online teaching:

Fundamental Principles

- Understand the differences between face-to-face, online, hybrid, and web-enhanced instruction.

- Understand how the college “unit” (or “student hour”), a term used to define the time value of a course, is identical for all modalities of a course. A one-unit lecture class (whether taught in an online or hybrid or face-to-face modality) typically requires one (1) hour of “in-class” instruction and two (2) hours of student work outside of class per week for a 16-18 week semester (IVC Student Handbook). Examples of “in-class” instruction may include lecture notes, readings, or videos. Examples of student work outside of class may include assignments, exercises, projects, and additional readings.

- Utilize learner-centered pedagogy where concepts of interactivity, instructor-led facilitation and feedback are core elements.

- Create learning activities that actively engage students and which encourage top-down cognitive processing skills (such as synthesis and problem-solving tasks)
• Accommodate a variety of learning styles, disabilities, and strategies by applying the principles of Universally Designed Learning (UDL) in both content delivery and learning activities.

Management and Interaction

• Follow guidelines for regular effective contact with students in synchronous (e.g. video chat rooms, webinars) and/or asynchronous modalities (e.g. discussion boards, blogs).

• Communicate, assess, and track student learning outcomes (SLOs).

• Cultivate and develop a community of learners through group activities.

• Create and maintain an atmosphere of trust.

• Clarify clear participation requirements, facilitate and monitor interaction accordingly.

• Integrate practical tasks into learning activities to illustrate practical real-world content applications.

• Lead discussions rooted in inquiry that challenge students to question and develop their own conclusions.

• Provide ongoing personalized feedback and suggestions for improving student performance.

• Make additional resources available for learning.

Technology Integration

• Identify the most appropriate technologies for content and learning outcomes.

• Determine the modalities that are best used for course communication, discussion and assessment.

• Present content that is easily navigable and accessible to all learners.

• Integrate multimedia content that meets the learning styles and needs of all students as well as accessibility requirements.
• Encourage cooperative learning through group activities that utilize current technologies.

Assessment

• Provide multiple opportunities for ongoing authentic assessment that measures both student understanding of course content and participation.

• All SLOs are associated with authentic assessment methods.

• Use a variety of assessment techniques in which students are able to demonstrate higher-order critical thinking skills.

• Employ multiple assessment strategies to maintain active student engagement.

• Make use of data from the assessment tools to evaluate the validity and reliability of the various assessment instruments.

• Incorporate surveys to receive regular constructive student feedback and integrate it into the course structure.

• Understand the unique challenges that affect academic integrity and student authentication in the online environment.

Accessibility

• Create or modify all course content so that it is accessible to students with disabilities to ensure that all students have an equitable learning experience. Design the course layout so that it is easily navigable and readable using Universally Designed Learning (UDL) principles.

Title 5 Distance Education Guidelines

Section 55200
Definition & Application
All online/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 online/distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et. seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).
At Irvine Valley College, the term Online Education applies to online and hybrid but not to web-enhanced courses; however, all courses must meet these requirements. Section 55200 also specifies that all online education content and delivery needs to be accessible. (California Community College Distance Education Access Guidelines)

**Online or Hybrid Instructor Training**

Faculty who would like to teach using online technology are encouraged to take personalized training with IVC Technology Services and other Online Education training providers, such as @ONE. The training provided by IVC Technology Services introduces faculty to the South Orange County Community College District-supported Learning Management System (LMS). For information about training to use the LMS, contact IVC Technology Services, for on-site workshops, one-on-one training, and links to self-paced tutorials.

Instructor training may include successful completion of courses such as those offered by @ONE Training. The @ONE courses are highly recommended by the IVC Online Education Task Force (OETF) for all faculty offering online education courses. Faculty who teach online, or are interested in teaching online, are highly encouraged to successfully complete Online Education training.

@ONE Training offers a twelve-week fast-track course to an @ONE Certificate in Online Teaching - Online Education Standards & Practices (OESP)! The course will cover:

- federal, state, and local laws and policies affecting online education;
- theories shaping online teaching and learning;
- processes for planning and building an accessible online course;
- techniques for engaging students in meaningful activities and assessments;
- strategies for creating accessible online content;
- sources for curating Open Educational Resources.

Participants who successfully complete the coursework will advance to candidacy, where they will present the units they develop and their ePortfolio to a panel of @ONE peer reviewers. Successful candidates will receive an @ONE Certificate in Online Teaching! This course is open to all California Community College faculty, staff, and administrators.

Upon successful completion of online training, instructors should notify the Online Education Faculty Coordinator to update the list of online trained faculty.

**Course Quality: Types of Regular Effective Contact**

**Instructor-Student Interaction**

- Course announcements
• Emails
• Personalized feedback
• Discussion boards
• Chat
• Videoconferencing
• Phone/voicemail

Student-Student Interaction
• Emails
• Discussion boards
• Chat
• Collaborative projects: group blogs, wikis

Examples of Content Interaction
• Modules on the LMS
• Lectures (recorded/streaming)
• Podcasts/webinars/screencasts
• Videoconferencing
• Discussion boards

How to Implement Regular Effective Contact

Instructor-Initiated Interactions
Include means for all types of instructor-initiated interaction in the course design.
• Utilize appropriate media for accessibility.
• Design daily or weekly assignments and projects that promote collaboration among students.
• Model course netiquette at the beginning of the semester with instructor-guided introductions.
• Pose questions in the discussion boards, which encourage various types of interaction and critical thinking skills among all course participants.
• Monitor content activity to ensure that students participate fully and discussions remain on topic.
• Create a specific forum for questions regarding course assignments.
• Ask students for feedback about the course on a regular basis and revise content as needed.

Frequency and Timeliness of Instructor-Initiated Interactions
• Maintain an active daily presence, particularly during the beginning weeks of a course.
• Establish guidelines for frequency of contact, and define what interactions a student can expect each week.
• Make known response time for student questions/inquiries (e.g. 1-2 business days) and assignment feedback (e.g. 7-10 business days).
• Give frequent and substantive feedback throughout the course.

Expectations for Instructor-Initiated Interactions
• Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus.
• Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus.
• Outline and explain netiquette in initial course documents.
• Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course.

Absences from Instructor-Initiated Interactions
• Inform students immediately should an illness, family emergency or other unexpected event prevent continuing regular effective contact for a prolonged period of time (e.g. 4 business days). Also inform your Dean and Chair.
• Let students know when instructor-initiated regular effective contact will continue.

Fully Online or Hybrid: Which is better for your class?

The following are some advantages and disadvantages of fully online or hybrid courses:

Fully Online Courses
• Provides flexibility for student learning.
• Reduced student commute time/resources needed to go to classes
• Increased course offerings without increased classroom space
• More convenient for out-of-area students or students with a disability that inhibits them from fully participating on campus
• The district-supported LMS allows for student authentication
• Technology can be difficult for some students
• More difficult for some students to feel they are part of a learning community
• Some online courses may require mandatory on-campus orientations or assessments. In such cases, purchasing a daily parking permit is required.

Hybrid Courses
• A hybrid course may require students to attend on-campus, regularly scheduled class meetings, or other required activities, such as a labs, exams, or orientations
• A wider range of learning opportunities to make the best use of each modality
• More opportunities to document student learning
• Student authentication easier to establish — instructors have the chance to interact with students both face-to-face and online
• Technological problems handled in both the face-to-face and online environments
• Less convenient for out-of-area students

Course Design and Curriculum

The curriculum proposal process requires teamwork and effort from many different faculty members and administrators. The Curriculum Committee must approve each course taught in an online or hybrid format.

The process to develop a new online or hybrid course may take up to a year. The actual development and design of the course is approximately 100–300 hours.

Each mode of instruction for an existing course intended for delivery by Online Education (OE) shall be separately reviewed and approved by the Curriculum Committee prior to being offered. OE mode of instruction includes any regularly scheduled work that replaces otherwise scheduled class (“face”) time. (per Education Code 55378)

The curriculum process for non-online courses is as follows:

1. Complete and submit in CurricUNET a new Course Outline of Record (COR) for the course; or revise an existing COR to verify that the COR is up to date.
2. The COR proposal moves through the curriculum approval process:
   a. Tech Review
   b. Curriculum Committee
   c. Academic Senate and other approvals as required
   d. California Community Colleges Chancellor’s Office approval.

For the course to be evaluated by the curriculum committees, for instruction in a 100% online or hybrid modalities, a Curriculum Online/Distance Education Form must also be completed. The OE/DE proposal will include the following items:
• Rationale: What is the intent of offering the course by online/distance education mode?
• Mode of Delivery in % for Lecture/Lab
• Regular Effective Contact for Online/Distance Education Courses:
  o Methods of Instruction: Instructor-Student Interactive Contact
    ▪ E-mail
    ▪ Assessments (exams, projects, quizzes, surveys)
    ▪ Online Discussions
    ▪ Orientations
    ▪ Regular Announcements
    ▪ FAQs
    ▪ Videos/Podcasts
- Other
  - Methods of Instruction: Student-Student Contact
    - E-mail
    - Online Discussions
    - Wikis
    - Other
  - Methods of Instruction: Student to Content
    - Content: Lecture/Handouts/PowerPoints
    - Individual Student Assignments: Chapter Review/Worksheets/Reflections/Essays
    - Group/Team Student Assignments: Peer Assignments/Projects/Journals/Wikis
    - Other
- Instructional Materials and Resources
  - Faculty Resources
    - The District-supported Learning Management System(s)
    - Other Learning Management System
    - Hardware (for example: Videocamera/Microphone)
    - Software Programs (other than Microsoft Office Pro)
    - Other
  - Student Resources
    - Hardware (for example: Computer, Headset/Microphone)
    - Software Programs (other than Microsoft Office Pro)
    - Other
- Learning Objectives/Outcomes (LOs)
  For each Learning Objective:
    - Assignment
    - Methods of Evaluation (ME)
- Accessibility
  - Word Documents
  - PDF Documents
  - Images
  - PowerPoint Documents
  - Instructor Videos (need to be Closed Captioned)
  - External Links to Videos
  - External Links
  - Field Trips
  - Other
- Student Support Services & Resources
  - Information Technology Services
  - Student Services/Student Success Center
  - Library
  - Section 508 Compliance (Assistive Technology)
For online courses, including both 100% fully online courses and hybrid courses, the curriculum process is as follows:

1. Complete and submit in CurricUNET a new Course Outline of Record (COR) for the course; or revise an existing COR to verify that the COR is up to date.
2. Complete and submit in CurricUNET an OE/DE proposal for this course, as stated above.
3. The COR and OE/DE proposal move together through the curriculum approval process:
   a. Tech Review – provides additional review for OE/DE proposals
   b. Curriculum Committee
   c. Academic Senate and other approvals as required
   d. California Community Colleges Chancellor’s Office approval.

The most important sections in CurricUNET are the ones that ask you how students are engaged throughout the course. Methods used for regular/effective academic engagement must be described in terms of the tools used and how frequent the contact is. You will have multiple forms of contact, and they should each be listed and frequency defined.

The Curriculum OE/DE Proposal Form should be updated at least every five years (or sooner, if required) when the COR is updated. If the fully approved Curriculum OE/DE Proposal Form requires an update (for example, if the form was approved for 45% or lower OE/DE mode, and now the proposal is for this course to be taught 100% online), an updated form should be updated and approved prior to implementation.

**Course Assessments/Student Learning Outcomes (SLOs)**

Assessments in online education courses are similar to assessment techniques in face-to-face courses. Course-embedded assessments ask faculty to look closely at the work that students produce to assess student learning.

Student Learning Outcomes (SLOs) in an online course should be identical to SLOs for a face-to-face course.

A rubric may be a handy tool to use for assessing student learning outcomes (SLOs) if you are using a course-embedded assessment method. It provides you with detailed information about how students are mastering the parts or aspects of any particular assignment, and that in turn, can tell you how well they are mastering a course, certificate or degree.
Performance then becomes a process linked to learning outcomes as opposed to a recitation of content.

Rubrics are terrific tools to assess student learning in portfolios, exams, reports, logs and journals, simulated performances, interviews, papers, and production work. They can be used for just about anything except objective (multiple-choice, multiple-answer, true/false) exams.

It is best to give students your rubric for an assignment before they attempt to complete it. This will give them a very detailed idea of what they need to do to achieve a particular grade. Students report that it eases their anxiety to see a rubric in advance because they do not have to “figure out what my teacher wants.”

**Rubrics**
Rubrics are tools that outline the quality standards for student success in an assessment. Descriptions in a rubric are directly linked to the learning objectives of a particular assignment or project. When these benchmarks are used and given to students prior to turning in their assignments, students know what is expected of them. This gives students more opportunities to reflect on and revise their work.

**Creating Rubrics**
Numerous resources exist for creating and modifying rubrics for online education courses. Many websites, such as RubiStar, have rubrics that can be modified to meet individual course needs. Most learning management systems also have interactive rubric tools to aid in the grading process. (RubiStar)

**Benefits of Rubrics**
- More closely align assessments with student learning outcomes.
- Clearly communicate course and instructor expectations.
- Assess a wider range of skills and performances.
- Give students greater autonomy in their learning.
- Evaluate both the process and the product of a student work.

**Types of Rubrics**
There are two main types of rubrics used in higher education—analytic and holistic. While each type of rubric has advantages and disadvantages, in online education, analytic rubrics are used most often because of the amount of detailed feedback they provide students.
Analytic Rubrics

- Criteria for success are listed separately.
- Provide more detailed feedback about performance.
- Focus on criteria for success.
- Take more time to create (at first).
- Are used to evaluate authentic assessments.

Holistic Rubrics

- Criteria for success are all listed together.
- Provide general information about performance
- Focus on a scale of performance.
- Take less time to create.
- Are often used to evaluate general proficiency

OE Best Practices: Faculty Readiness for Online Instruction

Faculty must be well versed in online teaching pedagogy in order to teach online education courses. (See “Pedagogical Practices”) Contact the Distance/Online Education Coordinator(s) for any questions about or assistance with faculty training concerns. (see “Online or Hybrid Instructor Training”)

Title IV Considerations

Recent Federal and WASC guidelines to prevent financial aid fraud mean that initial student logins to online education courses no longer count as student participation.

A letter sent in October 2011 by the Department of Education calls upon post-secondary online education programs to put more stringent measures into place to make certain that students are not just enrolled in courses, but also actively participate:

“…institutions [need] to take steps necessary to ensure that students are academically engaged prior to disbursing Title IV student aid funds.” If students do not begin attendance, Title IV funds must be returned (34 CFR 668.21(a))(Runcie & Ocha).
OE Best Practices: Syllabus Content and Welcome Communications

Because of these new legal requirements, procedures for fully online courses at Irvine Valley College need to be explicitly stated in the syllabus:

The Course Check-In Assignment
If students do not complete a documented assignment that actively engages them prior to the census date, they must be dropped from the class as a “no-show”. Counting logins as ‘attendance’ does not fall within these guidelines; as a result such students must be dropped from the class as a “no-show”. Examples may include emailing the instructor (using the college email addresses), a discussion board introduction assignment, a syllabus quiz, or a blog/journal entry. Instructors should clearly communicate with students about the required participation to avoid a “no-show” drop prior to the census date.

Course Communication
Communication with instructors may originate from college emails, the district-supported LMS, faculty websites, or via an on-campus orientation. Irvine Valley College must be able to provide documented evidence of regular effective contact and student participation in learning activities, such as a posting in the discussion forum, a syllabus quiz or other form of self-assessment.

On-campus Course Meetings
Online Education course comments in the Class Schedule may include the meeting time and place for all required on-campus class meetings/orientations. Students may be dropped if they do not attend the required on-campus class sessions. Information will include the list of the required on-campus meetings; day, date, time, and room. The syllabus and welcome communication must also include information about additional on-campus meetings.

Standard Welcome for Online and Hybrid Courses
Just before the course begins, instructors should send a welcome e-mail with detailed course information to students at their IVC e-mail address. If students are required to login to the district-supported LMS, the welcome e-mail should include the information on how to access the online course content.

For hybrid courses, information will include the required on-campus meetings: dates, times, and rooms.
Welcome Message for Online Courses
In the face-to-face classroom a large part of the first class meeting is spent introducing the course, going over the syllabus, getting to know the students and answering any questions that arise about the course content or assignments. For students to be successful and establish connections with their instructor and other students in the online/hybrid class, they will be encouraged to carefully review the welcome message and participate in an online orientation. Instructors may introduce the course and login information with a welcome message before the course begins.

Purpose of the Welcome Message
• Helps students understand course expectations and course requirements.
• Inform students how and where to login.
• Let students know where to go for technical help and support.
• Establishes rapport and promotes regular effective instructor-student contact early on.

Welcome Message in Detail: Suggested Topics for Inclusion

Include basic course information
• Course name, section number
• Course dates
• Instructor name/information
• Contact information: phone number & email

Define the type of course
• Fully online or hybrid — for hybrid, place and date of first meeting.

Include important information for first week
• Required textbook(s)
• URL for the LMS
• Login instructions
• Support link for the LMS
• Getting started/orientation links/course Check-In
• Syllabus location

Include additional information/links
• Online education student resource(s)/website
• Information about accessibility & link to DSPS website
• Self-assessment for online learning links
• Technical support

What is your preferred method of contact?
• Where and how to post/email questions
• Format of contact
• Instructor availability and usual response time

(IVC Distance Education – Faculty Resources for IVC Sample Welcome Letters)
Syllabus for Online Courses

The online syllabus differs from its face-to-face counterpart. It still follows the main structure of the traditional syllabus, but, because it is the main source of information about the course, it needs to include a greater amount of detail. (IVC Faculty Manual)

Online/Hybrid Syllabus in Detail: Suggested Topics for Inclusion

- Include all of the components listed above in the “Welcome Message in Detail: Suggested Topics for Inclusion”
- Course Schedule in detail
- Information about the course assignments, especially the assignment which may cause a “No-show drop”
- Course map or description of the LMS course content
- Guideline for class policies, including participation
- Grading criteria
- Electronic Communications (SOCCCD BP/AR 4000.2 Electronic Communications)
- Copyright statement warning against unauthorized use/sharing/posting of instructional materials

(IVC Distance Education – Faculty Resources for IVC Sample Online Syllabus)

Accessibility (504 and 508 Compliance)

Community colleges are mandated to operate all programs and activities in a manner which is accessible to students with disabilities, as guaranteed by Section 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The Distance Education Accessibility Guidelines were developed to assist colleges and ensure access. (California Community College Distance Education Accessibility Guidelines). Prior to course approval and implementation, all courses must be designed with the consideration of students who require assistive technology as an accommodation. IVC provides training and support to help ensure that courses are accessible. During Fall 2015 and Spring 2016, training have focused on accessibility; for example, a recent training focused on Creating Accessible Websites. Please consult with the IVC Alternate Media Specialist with any questions you may have (IVC Alternate Media Services for Faculty).

Understanding Accessibility

Accessibility refers to the ability for everyone to have equal access to materials on the web. Creating courses using Universally Designed Learning (UDL) principals will benefit all students and provide an equitable learning experience for all learning styles and preferences.

Students who have disabilities may often have difficulty completing certain tasks on the Internet such as reading, listening or typing. They may find chat rooms and
videoconferencing challenging. It is important to understand what students may require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modifications for images or captioning for the hearing-impaired. To create courses with Universally Designed Learning (UDL) principles in mind will benefit students with a range of learning styles and preferences.

**Federal and State Guidelines**

**Federal guidelines for accessibility**

- All applications should have accessibility features activated.
- Assistive technology (captioning, TDDs) should be able to track interface elements.
- All programs used should have keyboard-activated functionality.
- Users should be able to modify display elements and style sheets as needed.
- Images should:
  - Have text tags.
  - Have a description of the image.
  - Have a non-animated means of identification, if animated.
  - Have a frequency that is between 2 – 55 Hz, if animated.
- Text should be used:
  - To highlight information that relies on color-coding for emphasis.
  - To identify frames in webpages.
  - To label headings in data tables.
- Narration and captioning alternatives for videos and PowerPoint Presentations should be in sync with materials.
- All elements in electronic forms should be easily identified by assistive technology and should not be subject to time constraints.
- Links to plugins and special software should be provided.
- Users should have a way to avoid recurring navigation links.

**State requirements that apply to distance education:**

- Students should be able to use their preferred means of assistive technology.
- The frequency, amount, and quality of communication with students should be equal, regardless of their disability.
- Course materials should be updated following guidelines for regular effective contact.
- Course materials and resources should incorporate accessibility guidelines internally, that is, within their framework, thereby reducing the need for outside assistance for students with disabilities.
Captioning Guidelines

All online lectures and videos that will be shown in class must be captioned before they are shown for the first time.

The following are guidelines for when to caption video and audio materials: (High Tech Center Training Unit)

**Caption**
- Material that will be used in additional courses that has both video and audio.
- Any compilation of video clips that is archived.
- Archived video material that is used.
- Video created by the campus and placed on a public website.

**Use Transcript**
- Any material that is audio only and is archived.

**Captioning Assistance**
Support may be available through the Distance Education Captioning and Transcription (DECT) Grant. Please consult with the IVC Alternate Media Specialist with any questions you may have (IVC Alternate Media Services for Faculty).

**Course Materials, Publisher or Third-Party Materials, and Faculty Websites**

All course materials that are shown in class and posted on the LMS need to be accessible to all our students with disabilities. This includes but not limited to MS PowerPoint presentations, PDFs and MS Word.

In addition, instructors also need to ensure that online third-party resources (websites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content, such as course cartridges. Some publisher materials may not include alt tags or other accessibility options. Before considering such materials for a course, it is important to find out if the publisher or instructor can alter the course content to make it accessible.

Faculty websites must be accessible to all students. Examples of disabilities that would affect web access are:

- visual disabilities: blindness, tunnel vision, and low vision;
- auditory disabilities: deafness and speech disabilities;
- physical limitations: arthritis and Parkinson's disease.
Please consult with the IVC Alternate Media Specialist with any questions you may have (IVC Alternate Media Services for Faculty).

**Student Privacy (FERPA Compliance)**

The Family Educational Rights and Privacy Act (FERPA) provides guidelines for access to and release of student education records. Any student at a post-secondary institution, even those who are not yet 18 years of age, has the right to (FERPA):

- Check their student records.
- Request amendments/corrections to their records.
- Opt out of disclosing directory information.
- Maintain privacy through the use of an alias in the case of online education.

Student FERPA rights begin the first time a student is enrolled in and attends class. Only those with a legitimate educational interest that is, school officials, accrediting organizations or law enforcement agencies who require student information in their official capacity, may access student records without a student’s signed and written consent.

Educational Records at Irvine Valley College can only be released with student consent or for legitimate educational interests.

**FERPA and Online Education**

**Policy Guidelines**

§ 99.3 A “student” is defined as an individual who is or has been “in attendance” at an educational agency or institution and regarding whom the agency or institution maintains education records. The final regulations add other situations in which students “attend” classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunications technologies. This change will ensure that individuals who receive instruction through distance learning and other contemporary modalities are covered as “students” and, therefore, that their records are protected under FERPA (FERPA).

**What this means**

Electronic information refers not only to computerized educational records but also to email communication, comments in discussion boards, student projects uploaded to a website, etc. This makes it necessary to consider how course structure and materials will affect online learning with regard to FERPA.
FERPA regulations also refer to college assistants or student helpers. Any person who is not the Instructor of Record cannot have access to student records. Instructors may share notes with assistants, but not the educational records themselves. Before any online education instructor can give course access to an assistant, they need to do make certain that:

- All unclassified employees are in the Irvine Valley College Human Resources system and officially assigned to the instructor of record.
- All unclassified employees understand FERPA regulations

**FERPA and the Internet**

Since many websites may require written input of some sort (email registration, comments, etc.) it is important to understand how different activities on the Internet may affect FERPA Compliance.

<table>
<thead>
<tr>
<th>FERPA Compliant</th>
<th>Only FERPA compliant if just directory information required</th>
<th>Most likely not FERPA compliant*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet research, information retrieval</td>
<td>Internet research, information retrieval that requires login information</td>
<td>Social media sites</td>
</tr>
<tr>
<td>Surveys, tests, quizzes, problem sets that do not require login information</td>
<td>Voluntary surveys, tests, quizzes, problem sets that require login information</td>
<td>Blog or wiki creation outside the LMS Mandatory</td>
</tr>
<tr>
<td>Publisher websites that do not require login information</td>
<td>Publisher websites that do not store grades but require login information</td>
<td>Surveys, tests, quizzes, problem sets that require login information</td>
</tr>
</tbody>
</table>

*Third party websites that require or store any information that may compromise student privacy (grades, student ID numbers, etc.) are not FERPA compliant. To conceal student identities, aliases may be used. Before entering into an agreement with a third party vendor (such as a publisher), contact the Dean of Online Education to ensure the site complies with FERPA guidelines.

**Copyright and Fair Use**

“The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the
copyrighted material does not substitute for obtaining permission.” (Fair Use, U.S. Copyright Office)

“The TEACH [Technology, Education, and Copyright Harmonization] Act expands the scope of educators' rights to perform and display works and to make the copies integral to such performances and displays for digital distance education, making the rights closer to those we have in face-to-face teaching. But there is still a considerable gap between what the statute authorizes for face-to-face teaching and for distance education. " (Copyright Crash Course)

“It is imperative that faculty planning distance-learning course are vigilant regarding sources used, including methods for protecting intellectual property right in this planning process... Faculty also need to educate students in distance learning courses about intellectual property and the appropriate fair use." (Nemire, 29).

**OE Guidelines and Standards**

**Accreditation - ACCJC Guidelines**

The following is a list of accreditation concerns that most directly affect course design and implementation:

- Online education course standards should be the same as in face-to-face classrooms and the mode of course delivery should be appropriate for the course content.
- Online education should be compared with corresponding traditional courses and programs in order to meet institutional learning outcomes and quality standards.
- Faculty should have:
  - Appropriate training.
  - Means for ongoing professional development.
  - Sufficient resources for technical and pedagogical support.
  - The same evaluation system as in the face-to-face classroom.
- Students should have:
  - Appropriate technical and pedagogical training in the course delivery method.
  - Expectations that online education courses will provide the same level of instruction as face-to-face courses.
  - A clear idea about the technical skills needed for the course
  - The same level of interaction with and access to the instructor as in face-to-face courses.
  - The same access to support services as on-campus students.
SOCCCD AR 6112

The SOCCCD Administrative Regulation 6112 discusses Distance Education Instruction (SOCCCD AR 6112).

Attendance and Participation

Student Responsibilities

A student is expected to be in attendance at all times in classes and laboratories; the student is responsible for making personal contact with the instructor of each class missed. An absence does not relieve the student from the responsibility of making up all work missed. It is the responsibility of the student to obtain information concerning missed assignments and the late policy as stated in the course syllabus.

It is the student’s responsibility to officially withdraw from classes by published deadlines to avoid failing grades or having to pay fees.

Attendance at First Class Meeting

If a student is unable to attend the first class meeting, it is his/her responsibility to notify the instructor personally or in writing; however, students who do not attend the first class meeting may be considered as “No Shows” and may be dropped and their seats filled by other students. (IVC Student Handbook)

Excessive Absence

Class hours of absence are considered excessive when they total more than the number of hours a full-term class meets during each week of a 16-week semester. This applies proportionately to short-term day, evening, summer session, and weekend classes. For example, if a student is absent for more than three hours in a summer class that, when scheduled as a full-term class during a fall or spring semester, meets for three hours per week, the student’s absence can be considered excessive, irrespective of the number of class meetings missed. (IVC Student Handbook)

Excessive absence from class as defined in the above paragraph may constitute reason for an instructor to drop a student from that class. However, it is the student’s responsibility to officially withdraw from classes by published deadlines to avoid failing grades or having to pay fees.

Local policies and instructor directives/guidance must be developed for appropriate clearing of course rosters (inactive enrollment), including for online education courses,
by census. This includes “No Shows,” students who have officially withdrawn, and students have been dropped from the course. A student must be dropped if no longer participating, except if there are extenuating circumstances. Attendance should be based on documentation from “regular effective contact.”

All online education courses, whether hybrid or fully online, include demonstration of regular effective contact. The instructor (a) regularly initiates interaction with students to determine that they are accessing and comprehending course materials, (b) is available at least the same number of instructor contact hours per week that would be available for face-to-face students, and (c) establishes and publishes, in the course syllabus or other course documents, an expectation for frequency and timeliness of instructor initiated contact and instructor feedback. The instructor uses one or more of the following resources to initiate and maintain contact with students: threaded discussions, email, announcements in the learning management system, timely feedback for student work, instructor prepared online lectures or introductions in the form of online lectures to any publisher created materials, that combined with other course materials, create the “virtual equivalent” of the face-to-face class.

For online classes, students may be dropped who do not complete the required orientation or contact their instructor by the end of the day published as the start date of the class.

Legal Reference: Education Code Sections 70901 and 84500. Title 5 Section 58004 (c) (1) – (3), 55204, and Involuntary Drop after Census Date CCCCO Legal Opinion 11-04

Individual Course Attendance and Participation Policy

Even more than in face-to-face courses, participation is a critical part of assessing learning outcomes. Each online or hybrid course syllabus should have a well-defined and detailed description of participation course policies that support the College’s attendance policy.

Determining participation grades

• Require a set number of course activities for each week. For example — a 3-unit course might require 2-3 activities each week on non-consecutive days.
• Require a set number of discussion posts for each week. For example — a 3-unit course might require one discussion post and 2 comments to classmate’s posts for every weekly module.
• In order to get full credit, provide examples and a rubric detailing what constitutes an adequate post or response.
• Give weekly quizzes on course material.
• Require timely completion of assignments.

(Chronicle of Higher Education)
Creating late work guidelines

• Make certain students are clear as to where and when (day, date, time & time zone) to post their work for each assignment. For example – assignments might be emailed to the instructor directly but discussions posted in the unit/weekly discussion board.
• Encourage students to check their grade book so that if they have submitted an assignment but it has not been received, students can be aware of what they are doing wrong before it becomes a recurring problem.
• Decide whether or not late work will be accepted. If accepted consider the following:
  o Specific final deadline for assignments.
  o Specific point value deduction for late assignments (letter grade/percentage/points).
  o Where students will post late work.
• Be clear if late work will be accepted due to extenuating or legitimate circumstances.

Drop Policy

Federal Guidelines

Policy Guidelines
The Federal government has not issued formal guidelines regarding what constitutes the “Last Day of Attendance” in the online classroom. However, because of the potential for financial aid fraud in online programs, the US Department of Education has recently determined that there should be “regular and substantive interaction between students and faculty” in online courses (Salomon and Murray).

What this means for online education
It is not enough to evaluate a student’s attendance based solely on the number and frequency of logins or through course statistics on the LMS. The new guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class. Although guidelines have yet to be created, instructors must drop students based on their participation in class. ‘Attendance’ (through logins) is not the same as participation. Participation means actively completing course activities such as assignments, assessments, posting on discussion forums, etc. Participation policies must be clarified in the online syllabus.

Irvine Valley College’s Drop Policy
All online education courses currently follow the Irvine Valley College Policy for Attendance, Class Drops and Auditing courses.
Policy Guidelines

• Each instructor is required to drop all students who fail to attend the first meeting of a class if they have not made prior arrangements with that instructor, and may drop students who arrive late at the first meeting of a class or who fail to attend the second meeting if they have not made prior arrangements with that instructor.
• Each instructor is required to drop all students who become nonparticipants by the census date (“no-show” drops).
• After the census date and before the final drop deadline for the class, each instructor has the option of dropping students who, in his or her judgment, become inactive in class.
• Prior to the final drop deadline, a student may drop a class by submitting the approved form in the Registration Office, or by using the telephone or on-line registration system.

What this means for online education
The face-to-face policy of ‘attending’ the first class, particularly for students who are new to online education may present a problem. There are often students who, either because they are unaware of the policies or overwhelmed by the technology, may login to the course successfully, but might not complete any of the assignments as required the first few days of the semester.

It is therefore important for online and hybrid instructors to create a coherent and well-defined course drop policy and to articulate this in the initial email and welcome letter sent to the students prior to the course start date as well as in the online course syllabus.

Considerations for student drops for Online Education
• Create a course Check-In Procedure, such as a discussion forum, an introductory email that students send to the class, or a self-assessment. Simply having the student login for the first day of class is not enough. New Federal guidelines to prevent financial aid fraud state that student logins no longer count as participation.
• State the last day for Check-In to occur. For example – the second or third day after the course begins.
• Require students to complete ALL assignments in the first learning unit by the due date.
• Be specific as to the exact day, date and time of your drop deadline. Include time zone information (e.g. PST/EST) so that there is minimal confusion for students.
If a student has not checked-in, it is best to send an email before the drop deadline to inform them that they are in danger of being dropped if they do not respond by the deadline.

**Dropped Students in the LMS**
Although a student is dropped through the Irvine Valley College registration system, students may show as unavailable in the district-supported LMS.

**IVC Add Procedures**
All online education courses currently follow Irvine Valley College Policy for Attendance, Course Repetition, Class Drops and Auditing courses.

**What this means for online education**
Students will have to go through the same procedure to add online education courses as they would for face-to-face instruction. Inform students in the order that they appear on the waitlist by email that they can add the course if there is still space available. Make certain that the email states a day, date, and time (include time zone) they must add the course by.

**Added Students in the LMS**
As with face-to-face classes, all students add using MySite. Once the students add themselves through the MySite registration system, changes will appear in the district-supported LMS within one business day. It is important to remind students that they will not be able to login to the district-supported LMS until they are loaded into the system and this process may take up to one business day.

**Grading Policy**
All online education courses follow the Irvine Valley College Policy for Standards of Scholarship.

**Academic Honesty and Authentication**

**What this means for online education**
The guidelines for academic honesty in face-to-face courses also apply to students in online and hybrid courses. Plagiarism, disruptive behavior (such as improper discussion posts or poor netiquette) and taking an exam for someone else are all violations of student conduct guidelines. (IVC Policies and Regulations)

There is little evidence to suggest that online and hybrid students are more likely to cheat. In fact, the few studies that have researched this issue found that online students were less likely to engage in academic dishonesty than those in face-to-face classes. In part this may be because of the nature of the online education environment where, because of regular effective contact guidelines, instructors often have more interactions with individual students.
Students who are able to learn at their own speed and who are provided with many different forms of alternative assessments may also be less likely to ‘panic cheat’, that is, impulsively cheat during an exam (Stuber-McEwen, Wiseley & Hoggat).
Online Education Resources

IVC Resources

IVC Admission and Records
http://admissions.ivc.edu/Pages/default.aspx

IVC Alternate Media Services for Faculty:
http://www.ivc.edu/resources/technology/pages/AlternateMediaFaculty.aspx

IVC Computer Labs:
Student Success Center (Computer Labs)
http://academics.ivc.edu/successcenter/Pages/default.aspx

Library (all and possibly Lib 101)
http://www.ivc.edu/library/Pages/default.aspx

IVC Counseling
http://students.ivc.edu/counselingcenter/Pages/default.aspx

IVC Distance Education
http://academics.ivc.edu/de/Pages/default.aspx

IVC Distance Education – Faculty Resources:
http://academics.ivc.edu/de/Pages/facultyresources.aspx

IVC Distance Education – Student Resources:
http://academics.ivc.edu/de/Pages/studentresources.aspx

IVC DSPS (Disabled Students Programs and Services)
http://students.ivc.edu/dsp/Pages/default.aspx

IVC Learning Resource Centers (Please contact the specific center for eligibility requirements)
Math Center
http://academics.ivc.edu/mathcenter/Pages/default.aspx

Writing Center
http://academics.ivc.edu/writingcenter/Pages/default.aspx

Language Center
http://academics.ivc.edu/languagecenter/Pages/default.aspx
Reading Center
http://academics.ivc.edu/readingcenter/Pages/default.aspx

Student Success Center (Tutoring)
http://academics.ivc.edu/successcenter/Pages/default.aspx

IVC Library
http://www.ivc.edu/library/Pages/default.aspx

IVC Policies and Regulations
http://www.ivc.edu/policies/Pages/default.aspx

IVC Student Handbook
http://students.ivc.edu/handbook/Forms/AllItems.aspx

IVC Student Learning Outcomes
http://academics.ivc.edu/slo

IVC Student Success
http://academics.ivc.edu/success/Pages/default.aspx

IVC Students
http://students.ivc.edu/Pages/default.aspx

SOCCCD BP/AR 4000.2 Electronic Communications
http://www.socccd.edu/about/about_boardpolicy5.html

SOCCCD AR 6112 Distance Education
http://www.socccd.edu/about/about_boardpolicy7.html

External Resources

ACCJC’s Guide to Evaluating Distance Education and Correspondence Education June 2013

Blackboard Site – Faculty Resources / Webinars
http://www.blackboard.com/Faculty-Resources.aspx

California Community College Distance Education Access Guidelines
http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf
California Community College Distance Education Accessibility Guidelines
http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf

Canvas Instructor Getting Started Guide
http://guides.instructure.com/m/8472

Canvas Instructor Guide
http://guides.instructure.com/m/4152

Chronicle of Higher Education
http://chronicle.com/

Copyright and Fair Use in the UMUC Online or Face-to-Face Classroom
http://www.umuc.edu/library/libhow/copyright.cfm

Copyright Crash Course:
http://copyright.lib.utexas.edu/teachact.html

Copyright for Academics in the Digital Age, AAUP American Association of University Professors (AAUP):
http://www.aaup.org/article/copyright-academics-digital-age#.VCSXaCldUuc

Fair Use from the U.S. Copyright Office:
http://copyright.gov/fls/fl102.html

FERPA (Family Educational Rights and Privacy Act)

High Tech Center Training Unit of the California Community Colleges
http://www.htctu.net/


RubiStar
http://rubistar.4teachers.org/index.php

Section508.gov
http://www.section508.gov/


Student Support ReDefined Research
http://rpgroup.org/projects/student-support

Title 5, California Code of Regulations
http://www.cde.ca.gov/ls/fa/sf/title5regs.asp

UDL-Universe: A Comprehensive Universal Design for Learning Faculty Development Guide
http://www.udluniverse.com/

United States Department of Education
http://www.ed.gov/

The Americans with Disabilities Act Amendments Act of 2008
http://www.eeoc.gov/laws/statutes/adaaa_info.cfm