FCC Distance Education Plan

2015-2018

Final Revisions: September 2015

Approved by the Distance Education Advisor Committee on *5/14/15*
Approved by Associated Student Government on *9/16/15*
Approved by Classified Senate on *8/16/25*
Approved by Academic Senate on *10/14/15*
Approved by Management Council on *3/12/16*

4/26/2016

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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 effective 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.

At Fresno City College, distance education is not considered a separate program; it is an alternative means of instructional delivery which can occur in three forms: fully online delivery, hybrid, and live interactive television.

Mission of Distance Education at Fresno City College

The mission of distance education at Fresno City College is to offer flexible, accessible, quality courses and certificate/degree programs for the life-long learning needs of our diverse population.

Vision of Distance Education at Fresno City College

Fresno City College's vision to be a national leader in "educational programs, support services, and community partnerships" will be supported through high quality, innovative distance education courses that fully integrate the support services and sense of community found on our physical campus.

History and Accomplishments

1995-2004

1995: Distance education began at Fresno City College with nursing telecourses ("live interactive TV") and courses conducted via synchronous multi-site video feeds.

1998: Distance education expanded to include online courses in business and English using instructor-designed websites with non-standardized software.

1995-2004: During the decade, several initiatives facilitated the expansion of distance education, including district-wide adoption of Microsoft Office, including an e-mail client for administration, faculty, and staff; district-wide issuance of student e-mail addresses; college (then district-wide) adoption of Blackboard as the course management system (CMS); and use of lecture-capture software (initially Impatica, then Tegrity, and finally Camtasia Relay/Studio) for presentation of lecture materials.

2005-2010

2005-2006: A Distance Education (DE) Committee was formed under the purview of the Academic Senate. An operating agreement which included representatives from all campus constituencies was approved in fall 2006.

2006: Fresno City College explored online tutoring platforms intended to increase the student retention rate and support student learning. AskOnline e-tutoring software was the first implemented. Two online tutors in math and English were employed, and online tutoring services were available weekly for a minimum of 11 hours.

2006: An online tutoring program— http://fresno.askonline.net — was funded by XXO general budget and was based on a "chat room text-based" concept without any audio or video capabilities.

2007: The AskOnline e-tutoring platform was discontinued due to its high renewal cost. The "Whiteboard" module by the TutorTrac Corporation, a no-cost option at the time, replaced it. Whiteboard allowed students to meet with tutors in a virtual environment. Three tutors were employed for a total of 19 hours per week. Online tutoring support was available for math, English, and chemistry courses.

2007: Online tutoring services were further expanded to provide support to Biology and Accounting 4A & 4B courses. A total of four online tutors were engaged in this new service for a total of 24 hours per week.

2007: A Distance Education Plan and Distance Education Guidelines were adopted.

2008: Two online tutoring platforms were designed by Tutorial Services faculty: The Online Writing Center (OWC) and a customized e-tutoring environment (http://onlinetutoring.scccd.edu) for all other subjects. The OWC remains in place but the customized e-tutoring environment for all other subjects required faculty to maintain the technology, and with the number of students interested in online tutoring and with technological advances, the department agreed to explore other options.

2008: Distance Education completed a comprehensive instructional program review. The program review listed "the designation of administrative hierarchy that oversees Distance Education" as a top priority (Distance Education Program Review, Section VI, Part C). Other priorities listed in the document were: increase the number of offerings so that an associate's degree could be achieved in the online environment; add additional support personnel, and increase the number of faculty who receive training to teach online.

2008: The Distance Education Committee addressed the need for trained faculty in online teaching through the creation and implementation of the Online Teacher Training Program (OTTP). The curriculum was established as a special studies program. The program consisted of eight courses (9 units). Courses were designed specifically for use with the Blackboard Learning Management System. A cohort system successfully produced approximately fifty graduates of the program.

2009: The online tutoring system was changed to Wimba/Pronto. This platform was integrated within the Blackboard course management system, a service already provided by the campus. The Wimba system was funded by both the Title V Grant Budget & Basic Skills Initiative. The program employed an adjunct faculty member and six peer tutors. Due to a cut in budget funding during the 2009–2010 year, the program was downsized.

2009–2010: The OTTP program was suspended due to budget constraints. Subsequently, faculty who wished to teach online were required to complete an instructor training program such as the one offered by @ONE (http://www.onefortraining.org/certification).

2009: With the approval of the Academic Senate, the Distance Education Committee became a direct advisory committee to the Strategic Planning Council. A new operating agreement was written and approved by campus constituencies in late fall 2009. In January 2010, the Distance Education Advisory Committee (DEAC) met with its new membership of elected, standing, appointed and advisory members.

2010: In response to the need for the creation of an administrative structure for distance education, a distance education coordinator position (40% reassigned faculty) was created.

2010: After one semester, the duties of the distance education coordinator were transitioned to the Dean of Business.

2010: The DEAC completed a Distance Education Structure and Support action plan requesting an administrative structure be established for distance education.

2010: The DEAC identified the need to perform a gap analysis to study 508 compliance. The committee reviewed several standards and rubrics designed for distance education course evaluation. A draft rubric was created in spring 2010 for pilot review in fall 2010. Areas identified for review included accessibility, learner support, and implementation of instructional technology.

2010: CCConfer was substituted for WIMBA as the platform for online tutoring. Access to library services and resources for the College's distance education students included remote access to over 28,000 ebooks and 16 periodical databases. Reference assistance was made available through the "Ask-a-Librarian" email service and by telephone during the open hours of the library.

2011- Present

2011: The director of institutional research presented an initial key indicator report to the DEAC. The report identified trends in distance education enrollment, student demographics, number of courses taken, and course success (face-to-face versus DE) for the fall 2010 term. In reviewing the statistics for distance education courses, the DEAC reiterated the need to utilize data in guiding DE planning and implementation.

2013: The DEAC hosted campus-wide deliberative discussions during flex day (fall 2011) on "Teaching the Tech Savvy Student" to better define the instructional technology training needs of FCC faculty.

2013-2014: The DEAC began offering regular professional development training to address the needs of online instructors, as well as classroom instructors interested in leveraging technology. Training offered by the committee included *Blackboard – Beginner and Advanced*; *Are you in Compliance? Instructional Materials and the Law*; *Holding Virtual Office Hours*; *The 3 Rs of Online Learning*; *Atomic Learning*; *Creating Accessible Word Documents*; and *Creating Accessible PowerPoint Slides*.

2014: The DEAC worked with @ONE, the Office of Instruction, and Academic Senate to develop and implement a streamlined, hybrid training program for faculty to serve as distance education instructors. The Online Learning Teacher Training (OLTT) class includes three full-day face-to-face sessions and four weeks of online learning to prepare faculty to design, deliver, and assess effective and compliant distance education courses.

2014: The college updated its policy on regular effective contact, adding additional guidelines and examples for faulty. The updated statement was distributed to faculty through the Office of Instruction.

2014: Standards of Proficiency for distance education instructors were adopted based upon the competencies covered in the @ONE certificate program and the iNACOL Standards for Quality Online Teaching.

2014: The College hired its first Director of Distance Education and Instructional Technology.

2014: Distance education information and resources for faculty were enhanced and expanded. The faculty site within Blackboard was redesigned to include information on the Online Education Initiative (OEI); a Twitter feed with links to news and best practices impacting distance education; and an *Online Faculty Handbook* for creating, delivering, and facilitating online and hybrid courses.

2014: The College hired a fulltime web designer which allowed for better online support of distance education students. The new Online Learning section of the FCC Web page includes a "six step" guide to succeeding in

distance education courses. Students also have access to a complete list of available online and hybrid courses that can be used to fulfill local general education requirements.

2014: The Teaching and Learning Center underwent a complete update to incorporate new and emerging technologies. The center was renamed the OLIT Center (Online Learning/Instructional Technology) with an expanded offering of workshops and drop-in hours for faculty support.

Current Status

Fresno City College has emerged as a leader in distance education over the past three years through an active and engaged Distance Education Advisory Committee and participation in statewide projects and events supported by the Distance Education office of the California Community Colleges Chancellor's Office (CCCCO). In 2014, Fresno City College was chosen as one of eight "full launch" pilot colleges for the Online Education Initiative. The college has participants actively engaged in all aspects of the initiative, including the statewide steering committee, the workgroup for selection of a common course management system, and the Academic Affairs group conducting course reviews.

Fresno City College has expanded its distance education offerings over the course of the past two decades (274 courses are approved as of December 9, 2014, for fully online, hybrid, or live interactive T.V. delivery with over 100 sections of such courses being offered each semester). Distance Education accounts for 4 percent of the college's FTES, but growth will be seen in the coming years as a result of new distance education addendums approved by the curriculum committee in 2014-2015 academic year.

In August 2014 the Distance Education and Information Technology Support Specialist was moved from reporting to the Director of Technology to reporting to the Director of Distance Education and Instructional Technology (DE Director). Together, these two positions provide support and leadership under the heading of Online Learning/Instructional Technology (OLIT). The OLIT team has greatly expanded the professional development opportunities available to distance education instructors, including four workshops a month to support the use of instructional technology and a biweekly newsletter focused on online learning and instructional technology best practices. The DE Director is currently working with divisions, departments, and other committees to review curriculum and scheduling with the goal of promoting available distance education classes and filling the gaps to make a fully online degree possible.

Definitions of Fresno City 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	Contract	Notes
DE: 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 Fresno City 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 (e.g. Regular Effective Contact).	Instructors teaching fully online courses will be paid a 4/3 factor according to the bargaining agreement with State Center Federation of Teachers. Instructors who develop a new course for online presentation are entitled to 1 LHE release time per 1 hour class equivalent in the semester prior to the class being offered. These bargaining agreement provisions sunset in June 2015.	Requires faculty 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.
DE: Hybrid	Any time 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 for a course in which students are required to come to a Fresno City 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 reported to the Chancellor's Office as distance education courses but still must be approved for distance education delivery by the Curriculum Committee in compliance with Title 5 and DE Guidelines.	Instructors teaching hybrid courses (with more than 51% of contact time conducted online) will be paid a 4/3 factor according to the bargaining agreement with State Center Federation of Teachers. Instructors who develop a new course for online presentation (more than 51% of contact time) are entitled to 1 LHE release time per 1 hour class equivalent in the semester prior to the class being offered These provisions sunset in June 2015.	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.
Not DE: Face-to-face (web-enhanced)	Face-to-face courses that require the student to access the Internet and/or course management system as part of the course work. All courses offered by the college are provided with an online course shell that instructors are encouraged 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/course management system use in the course syllabus and in the course schedule.

In this plan, the term "distance education" is used to refer to both fully online and hybrid classes unless otherwise specified.

Organizational Structure and Support

Administration, Faculty, and Staff

The following individuals support distance education at Fresno City College in the following capacities:

- Vice-President of Instruction, Fresno City College: ultimately responsible for the administration of the courses offered in a distance education modality as part of the larger Office of Instruction.

- Director of Distance Education and Instructional Technology: Supports Fresno City College's educational mission and regional accreditation by providing analytical, administrative, and strategic leadership, management, and oversight for distance education courses. Works with the Director of Technology to assure the necessary infrastructure and learning technologies are available for faculty and students.

- Director of Technology: Administrator for Technology infrastructure for Fresno City College. Provides leadership in all areas related to technology (hardware, software, networking, new purchase, maintenance, replacement, and repair). Works cooperatively with counterparts at other District campuses.

- Distance Education/Information Technology Support Technician: Performs work including planning, supervising, training, troubleshooting, repairing, and scheduling all distance education equipment, computer hardware, computer software, and activities used in the District's distance education classes. Trains and assists faculty and designated site-support staff on the use of distance education equipment, computer hardware, and software. Provides assistance with configuration and installation of Internet-based and server software as well as data-base applications used in the delivery of distance education classes.

- Curriculum Committee: responsible for the separate approval process for online and hybrid courses. The Curriculum Committee maintains a copy of all approved DE Addenda and maintains a list of all courses that currently have approval for distance education delivery.

- Distance Education Advisory Committee: The Distance Education Advisory Committee (DEAC) is responsible for reporting and making recommendations to the Strategic Planning Council on all matters related to Distance Education. The committee develops, writes, implements, and evaluates policies and procedures related to:

  - The development and support of programs, degrees, and courses.
  - Technical, administrative, and academic support to promote distance learner success.
  - Standards of proficiency that will be required to teach a distance education course.
  - Outcomes and assessment measures of the distance education program.

  The DEAC Operating Agreement calls for the following members:
  - Elected members
    - One voting faculty member from each instructional division: *Applied Technology; Business; Career & Technology Center; Fine, Performing & Communication Arts; Health Sciences; Humanities; Library and Student Learning Support Services; Math, Science and Engineering; Social Sciences*. Divisions with large numbers of online courses may have additional non-voting representatives.
    - One faculty member from Student Services division
  - Standing members:
    - Director of Distance Education.
    - Academic Senate Curriculum Chair or designee.
    - Academic Senate Instructional Technology Committee Representative.
    - Director of Technology.

- Appointed members:
    - One classified professional representative - Classified Senate.
    - One classified professional representative - CSEA.
    - Two Associated Student Government (ASG) representatives.
    - One State Center Federation of Teachers representative.
    - One Disabled Student Programs & Services (DSP&S) representative.
- Other campus committees that play a role in supporting distance education:
    - Professional Development Committee
    - Technology Advisory Committee (TAC)
    - Instructional Technology Committee of the Academic Senate

Institutional Support

Institutional support for distance education was originally codified in the 2007 FCC Distance Education Plan:

- The college will maintain the Teaching and Learning Center's [LI-141, now known as the *Online Learning/Instructional Technology Center*] role in providing hands-on experience in applications and curriculum integration.

- The college will provide adequate administrative and support staff to facilitate distance education offerings.

- The college will establish adequate levels of distance education operational support in order to support faculty and distance education students effectively.

- The college will continue to support infrastructure needs, including staff, hardware upgrades, software upgrades, training, and support for faculty and students.

- The college will ensure that adequate financial resources are allocated for distance education which include but are not limited to human resources, library and student learning support services, counseling, student services, and technical support services.

- The college will provide support for developing and delivering distance courses. [Support is defined as professional development and technical support for course design and delivery].

Other responsibilities of the institution are outlined in the *California Community Colleges Chancellor's Office Distance Education Guidelines 2008*, and the *ACCJC Guide to Evaluating Distance Education and Correspondence Education*. These include but are not limited to:

- Sharing in the institutional responsibility of ensuring that distance education courses, materials, and resources are accessible to students with disabilities. (CCCO DE Guidelines)

- Ensuring faculty receive appropriate training in order to ensure that they understand what constitutes accessibility, and the necessary training and resources to ensure accessibility. (CCCO DE Guidelines)

- Taking steps to ensure external websites required or realistically necessary for completion of a course are accessible or provide the same material by other accessible means. (CCCO DE Guidelines)

- Establishing a process to review, and revise if necessary, the associated materials and resources for each distance education course when the course undergoes curriculum review pursuant to Title 5, sections 55002 and 55206. (CCCO DE Guidelines)

- Providing a clear process for students and faculty to obtain course materials in alternative formats and consultation on appropriate alternative accommodations when needed. (CCCCO Guidelines)

- Providing adequate facilities and equipment for DE programs and services. (ACCJC)

- Establishing procedures for approving proctored sites. (ACCJC)

- Short and long-term fiscal planning related to teaching through electronic means. (ACCJC)

- Establishing a process for identifying student interest in enrolling in distance education. (ACCJC)

- Periodic and systematic assessment of the effectiveness of Distance Education (ACCJC)

- Effectively communicating assessment data to appropriate constituencies. (ACCJC)

- Reporting to the ACCJC when programs reach the ability to offer 50% or more of their degree or certificates via distance education. (ACCJC)

Student Support Services for Distance Education Students

Student Services offers counseling/advising through online live chat. *Library and Student Learning Support Services* provides online synchronous tutoring and online access to e-books, electronic data bases, and librarian support. Students can go online to purchase or rent textbooks from the FCC Bookstore. Students have the option of completing an online orientation to meet matriculation requirements.

Technology Support Services assures that all students have 24/7 access to the Course Management System (CMS). Assistance for students who need help with the CMS is provided by a 24/7 help desk*. Disabled Students Programs and Services* provides a wide range of support services - on an "as needed basis" - to facilitate student access to online instructional materials, including: braille transcription, print enlargement, captioning, and text-to-audio.

In addition to support provided by specific departments, the college web site has information for distance education students needing help with the CMS, WebAdvisor, and student email. Students and faculty can access a list of all online and hybrid classes that fill local general education requirements and students may search all courses on WebAdvisor by delivery method: on campus, 100% online, or hybrid.

Students have access to the "Six Steps to Online Success" resource on the FCC Web site, which includes self-assessments to measure academic and technical readiness. The college also offers a one unit, nine-week online *Introduction to Online Learning* course (CIT 202) to further prepare students for online success.

Distance Education Policies and Guidelines

Curriculum Development Process for Distance Education

Distance education is a mode of delivery. According to Title 5, Section 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. Content, objectives, and student learning outcomes of any distance education course should be equal to the content and objectives of that same course delivered traditionally.

The decision to offer a course online or as a hybrid should be strategic and supported by data and information from the instructional Program Review of the department/discipline. Fresno City College faculty are encouraged to take the following factors into account when proposing, developing, approving, and offering an online or hybrid course:

Access: The Board of Governor's for the California Community Colleges approval of the California Code of Regulations, Title 5 related to distance education (DE) permits colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to *geographical, cultural, disability,* and *facility barriers*.

Success: Careful consideration should be given to the suitability of available technologies to the successful achievement of student learning outcomes for a given course.

Completion: Special consideration should be given to the development and scheduling of distance education courses that will facilitate timely completion of programs, including courses identified through the Online Education Initiative as "high demand" across the CCC system. Courses needed to make a program (degree or certificate) available fully online should also be prioritized.

Enrollment: Departments are encouraged to consider distance education courses as an alternative delivery method for reaching students currently underserved by their programs.

Before a course is offered online, discipline faculty must complete a distance education addendum (Appendix A) to the Title 5 Course Outline of Record. This addendum goes through the FCC Curriculum Committee approval process to ensure that the course will maintain the same rigor, quality, objectives, and student learning outcomes as an equivalent face-to-face course. Any time distance education is used in lieu of formally scheduled face-to-face instruction, a Distance Education Addendum is required. This applies if the amount of time replaced is 100% (fully online) or some combination of online and face-to-face instruction (hybrid). The DE addendum must fully identify how methods of instruction will be adapted for online delivery and what strategies will be employed to ensure accessibility and regular effective contact as required in Title 5 and the Fresno City College Distance Education/Regular Effective Contact Policy. Only full time faculty are authorized to submit a DE Addendum to the Curriculum Committee.

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 successful online or hybrid delivery. 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 courses to ensure that opportunities are created for active, student-centered learning. It is strongly suggested that faculty members developing a new course follow the Online Education Initiative Course Design Rubric.

Training and Proficiency Requirements for Faculty

The FCC Distance Education Plan approved by Academic Senate in 2007 states that instructors shall have "training in the techniques of distance education instruction before teaching a distance education class." Faculty must meet the training requirement before teaching any class that is based on a DE Addendum - whether fully online or hybrid. Because the California Community Colleges have system-specific requirements for the delivery of online classes, formal training (and not just past experience) is essential for meeting the minimum standards of proficiency for distance education instructors (Appendix B).

Fresno City College accepts the following certificate programs to meet the requirement for online teaching at FCC:

- The FCC OLTT - Online Learning Teacher Training Program - a one-month hybrid training program.
- The Online Teaching Certification Program from @ONE.
- Modesto Junior College Online Teacher Certification program.
- Cerro Coso Online Teaching Certificate - no longer available.
- Fresno City College OTTP (Online Teacher Training Program) – no longer available.

The Distance Education Committee encourages faculty to get the full @ONE certificate for their professional development and system-wide recognition of qualifications. However, the following three "core" courses from the program will meet the minimum training requirements for online teaching at Fresno City College:

1. *Introduction to Online Teaching and Learning:* This foundational course introduces faculty to the California Community College distance education policies and procedures.
2. *Creating Accessible Online Courses:* This class is critical for ensuring compliance with state and federal mandates on accessibility.
3. *Designing Effective Online Assessments:* This class will show faculty how to create an effective assessment strategy for student learning outcomes in an online environment.

Please visit @One for complete course descriptions and enrollment information.

Other Programs: If a Dean or Department Chair has questions about other training programs not listed, he/she may ask the division's DEAC representative for guidance. If applicable, the DEAC committee will review the materials from the program in question and either endorse the training or recommend additional training for the instructor. These are Committee recommendations only – final right of assignment for teaching a distance education course rests with the Dean in accordance with the collective bargaining agreement.

Student Authentication and Integrity Guidelines

- Students access the Course Management System through a college administered authentication process (student ID related password protection).
- Instructors are encouraged to use multiple and frequent methods of assessment in their course design.
- Instructors will monitor students' continuous active participation in the course. **(**See the Regular Effective Contact Policy)
- Instructors are encouraged to define plagiarism and cheating in their online course policies as articulated in the course syllabus and to have students acknowledge Fresno City College's Student Conduct Standards.
- Faculty are encouraged to utilize proctored testing, synchronous online activities, anti-plagiarism software, and other tools and methods described in the WCET *Best Practice Strategies to Promote Academic Integrity in Online Education* (Appendix C).

Regular Effective Contact Policy

Title 5 Section 55204 states that "*any portion of a course conducted through distance education includes regular effective contact between instructor and students.*" Initiating regular effective contact with online students is not just required for Title 5 compliance – it is critical to student success. To be considered regular effective contact, the contact with students in online and hybrid classes must be instructor initiated, with expectations for methods used, and timeliness clearly established and communicated to students. To assist with that effort, the Distance Education Advisory Committee has put together the following recommendations for initiated interaction and frequency of contact:

Initiated interaction: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material, and that they are participating regularly in course activities. Instructors should use multiple forms of communication that address a variety of learning styles and modalities in order to ensure regular, effective contact and student success. These should include, at a minimum:

- Discussion forums with regular instructor presence and interaction.

- Contact with individuals, groups, and/or the class using email or messaging tools within the course management system.

- Regular, academically relevant course announcements.

- Timely feedback and comments on student work.

Each instructor should include a communication "policy" in the course syllabus, letting students know the methods of contact that will be used and the timeframe in which students can expect responses to their emails or inquiries (e.g. "within 48 hours").

Frequency: Distance Education courses are considered the "virtual equivalent" to face-to-face courses. The number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the DE format. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the contact hours described in the course outline of record.

Accessibility Guidelines

California community colleges, along with all public institutions of higher education, are required to provide accessible materials for students with disabilities. The objective is to ensure that online classes and web-based instructional materials provide an individual with a disability an opportunity to participate that is as effective as that provided to others. Online courses, resources, or materials created "in-house" or purchased or contracted from a third-party provider must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity or result in an undue financial or administrative burden on the College.

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility between the administration, faculty, and staff in the office of Disabled Student Programs & Services. Guidelines are found in Section 508 of the Federal Rehabilitation Act (1998) and the Chancellor's Office Distance Education Accessibility Guidelines for Students with Disabilities (2011).The following practices are followed at FCC to ensure compliance with the guidelines:

1. Faculty putting new or revised distance education courses through the curriculum approval process will need to submit a completed Accessibility Review Checklist to the DEAC at the same time a DE Addendum is submitted to the Curriculum Committee.

2. Existing distance education courses will undergo review for accessibility when the course undergoes curriculum review as described in The Chancellor's Office Distance Education Accessibility Guidelines for Students with Disabilities (2011). As of April, 2015, a detailed campus policy for this review process is pending.

Distance Education Course Reviews and Evaluations

1. Peer and student evaluations of the instructor will be accomplished via approved methods as implemented by the Academic Senate and agreed to by the union (AFT Local 1533) and the District.

2. Program review for distance education courses takes place in the individual discipline areas as do creation and maintenance of Student Learning Outcomes.

Fresno City College Distance Education Goals

Fresno City College's commitment to offering high quality, innovative distance education courses is an extension of the goals articulated in the Fresno City College 2013-2017 Strategic Plan. These goals and consequent action items will be reviewed and updated as part of the Distance Education Advisory Committee's annual reporting to the Strategic Planning Council of goals, activities, outcomes, and results. A summative assessment will take place as part of the 2018 review and update of this plan.

Goals and Action Items

1. Increase the percent of distance education courses offered with special attention to courses that support the college educational master plan and the Online Education Initiative. (FCC Strategic Planning Goal 1)
   a. Continue offering sessions of the Online Learning Teacher Training (OLTT) to increase the college's capacity to offer distance education courses.
   b. Conduct a comprehensive audit of Fresno City College distance education courses with a focus on requirements for a degree and/or general education patterns for transfer.
   c. Work with department chairs and discipline experts to fill the gaps in degree/GE patterns.
2. Improve completion and retention rates according to goals set forth in the FCC Institutional Effectiveness Index (FCC Strategic Planning Goal 1)
   a. Create and implement a Fresno City College student orientation for distance education to prepare all students for success in online learning.
   b. Make a formal recommendation to the Academic Senate Instruction Committee for a peer evaluation tool and process specific to online instruction based on the OEI Course Design Rubric.
3. Increase professional development opportunities for faculty on online learning and instructional technology. (FCC Strategic Planning Goal 3)
   a. Expand the role of DEAC members to a more consultative role within their divisions on matters of distance education; schedule annual training for the DEAC.
   b. Expand support and professional development services through the OLIT Center.
   c. Institute regular workshops in pedagogy, course design, and/or technology adapted for pedagogical needs.
   d. Continue to promote just-in-time resources for faculty, including Atomic Learning modules, job aids, and webinars.
4. Review requirements and promote best practices for student authentication in fully online classes. (FCC Strategic Planning Goal 8)
   a. Work with the Financial Aid office to provide faculty with guidelines for preventing and identifying potential financial aid fraud in online courses.
5. Implement a state authorization policy and process. (FCC Strategic Goal 6)
   a. Implement a formal state authorization policy.
   b. Work with Admissions & Records and the office of Institutional Research to develop a process to monitor enrollment of out-of-state students and develop reciprocity agreements as needed.
6. Ensure that all distance education courses are 508 compliant and accessible to students. (FCC Strategic Planning Goal 2)
   a. Complete an Accessibility Review Pilot and present formal recommendations to the Vice President of Instruction.
   b. Require periodic refresher courses on accessibility for instructors scheduled to teach online or hybrid courses.
7. Evaluate the CMS chosen by the Online Education Initiative (Canvas) and present a formal recommendation to the Strategic Planning Council for or against campus-wide adoption. (FCC Strategic Planning Goal 3)

Appendix A: DE Addendum

FRESNO CITY COLLEGE

COURSE OUTLINE OF RECORD
DISTANCE EDUCATION ADDENDUM

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures (Title 5, §55206).

Course Subject and Number   **Effective Term**
                                                                 Spring 2015

Course Title

1. Does this course have prior approval for distance education? ❑ Yes ❑ No
If yes, list format:

2. Form of Distance Education
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (Title 5, §55200).
Please select the category that best fits your course.
❑ Hybrid
❑ TV/Video (1-Way)
❑ 100% Internet-based
❑ Live Interactive TV(2-way)
❑ Other

3. Purpose/Justification
What is the purpose of offering the course by distance education?
.

4. Instructor-Student Contact
Any portion of a course conducted through distance education includes regular effective contact between instructor and students, Title 5, §55204). It is the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. Students should have frequent opportunities to ask questions and receive answers from the instructor of record. (Distance Education Guidelines, Chancellor's Office, CCC, 2008)

❑ Announcements/Bulletin Boards
❑ Discussion Board/Chat Rooms
❑ Email Communication/Correspondence
❑ Schedule Face-to-face meetings, such as orientation, classes, field trips or workshops
❑ Face-to-face examinations
❑ Voice mail/Telephone contact
❑ Individualized instructor feedback

❏ Other(explain)

5. <u>Do the following sections of the Course Outline of Record differ by offering this course in a DE format?</u>
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 (Title 5, §55202).

If you answer YES to any of the following categories, please explain in detail below.

	Yes	No
Expected Objectives	❏	☑
Assignments	❏	☑
Assessment	❏	☑

6. <u>Content</u>
Describe how the content of the course will be delivered. For example, will you use lecture, threaded discussions, group projects, web conferencing, CD-ROM material, live broadcast, audio/video streaming, textbook, etc.?

<center>Delivery Type</center>

❏ Lecture Notes/PowerPoint Presentations ❏ Assigned Readings

❏ Threaded Discussion ❏ 0A/V Streaming/Live Broadcasts/Podcasts

❏ Media Presentations/CD-ROM ❏ Individual/Group Projects

❏ External Links ❏ Web Conferencing

❏ written presentations/papers ❏ Other

7. <u>Technical Issues</u>
What equipment and staff are necessary to support the course for students and instructors?

What are the contingency plans if access to the delivery system is interrupted.

8. <u>Accessibility for Students with Disabilities</u> This class will adhere to the federal guidelines set forth by the disability act that governs community college students.

<div align="right">Yes No</div>

Will this course, as designed, be accessible to students with disabilities? ❏ ❏
If NO, please explain.

9. <u>Additional Resources</u>
If Yes, please explain

<div align="right">Yes No</div>

Are additional resources or clerical support needed or anticipated? ❏ ❏

Appendix B: FCC Standards of Proficiency for Online Instructors

FCC Standards of Proficiency for Online Instructors

Qualified instructors wishing to teach distance education courses (including hybrid) at FCC should meet the following standards of proficiency. This is not intended to be a comprehensive list of all skills and abilities applied in online teaching. This list represents the starting competencies that will give new Distance Education instructors and their students the best chance of success.

Qualified instructors wishing to teach DE courses at FCC should be able to:

General

- Identify and explain skills students need to succeed in the virtual classroom.
- Identify and explain skills instructors need to succeed in the virtual classroom

Technical

- Effectively use the tools and features of the course management system (e.g., Blackboard) and/or other online tools for course design, grading, assessment, collaboration, and communication.
- Effectively integrate multimedia into online instruction.
- Describe appropriate strategies for using social media in online instruction.

Design

- Apply instructional design principles for the most effective arrangement of media and content in the learning management system.
- Create instructional materials that are accessible to all students and are in compliance with state and federal accessibility laws.
- Find resources needed to validate the accessibility of online course content.
- Appeal to different learning styles in online instruction.
- Respond appropriately to students with special needs.
- Create student activities that incorporate collaborative learning principles.
- Create appropriate online assessments and evaluations for an e-learning environment.
- Use data and findings from assessments to modify instruction and course content to improve student success.
- Adhere to copyright laws when incorporating multimedia and other content.
- Balance online and face-to-face instruction in the design of hybrid classes.

Facilitation

- Maintain regular and effective contact with students.
- Provide timely and constructive feedback to promote student success.
- Promote and monitor academic integrity in an online environment.
- Encourage active learning, interaction, participation, and collaboration among students.
- Teach and demonstrate appropriate online etiquette.
- Model, guide, and encourage legal, ethical, safe, and healthy behavior related to technology use.

Support

- Integrate student support and instructional support services for distance learners.
- Integrate library support services in an online course when applicable.

Prepared by the Distance Education Advisory Committee Spring 2014

Appendix C: WCET Best Practices to Promote Academic Integrity in Online Education

Best Practice Strategies to Promote Academic Integrity in Online Education
Version 2.0, June 2009

This list of best practice strategies is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," produced by WCET in February 2009 and updated in April 2009. In May 2009, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

INSTITUTIONAL CONTEXT AND COMMITMENT

1. Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.
2. Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.
3. Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.
4. Include ethics instruction within the core curriculum and/or area-specific within degree plans.
5. Address academic integrity at student orientation programs and events.
6. Encourage faculty to report every suspected violation and act upon it.
7. Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

CURRICULUM AND INSTRUCTION

1. State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.
2. Require student engagement with the academic integrity policy. For example:
   a. Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
   b. Develop and ask students to commit to a class honor code.
   c. Require students to read and sign an agreement to the campus academic integrity policy.
   d. Write a letter to students about integrity and post it in the course.
   e. Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
   f. Ask students to reflect on the academic integrity policy in the discussion board.
   g. Include a lesson on avoiding plagiarism.
3. Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
4. Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.

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5. Include a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).

6. Ask students follow-up questions to assignments such as, "expand upon this statement you made," "tell me why you chose this phrase, description or reference," and "expand upon the ideas behind this reference."

7. Select one or two difficult concepts from the paper and ask the student to restate/rewrite the information.

8. Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.

9. Include an ethical decision-making case study within the course.

FACULTY SUPPORT

1. Incorporate academic integrity strategies into professional development and faculty training offerings.

2. Publish academic integrity strategies and policies in faculty handbook and Web-based faculty resources.

3. Publish guidelines for handling/reporting individual student infractions.

4. Assign a department academic integrity liaison to support faculty.

5. Use a plagiarism detection service.

6. Use Google to search for a unique text string or unique phrase from the paper.

7. Keep student papers filed in the department by topic for reference.

STUDENT SUPPORT

1. Define academic integrity and cheating and clearly explain what is considered dishonest and unacceptable behavior.

2. Provide information and examples to help students understand the difference between collaboration on assignments and cheating, and identify plagiarism. Teach the proper use of citations.

3. State how much collaboration is permissible on each assignment.

4. State what the instructor's expectations are for the students and explain what they should expect from the instructor. For example:

   a. Include a statement in the syllabus encouraging honest work.

   b. Repeat the campus academic integrity statement and provide a link to campus policies.

   c. Describe academic dishonesty.

   d. Describe the repercussions for academic dishonesty.

   e. Describe permissible and impermissible collaboration.

   f. Include outside links to information on plagiarism, self-tests and examples.

   g. Include information on acceptable sources.

   h. Include information about the college's writing center, library or other support.

5. Provide a writing style sheet or handbook with information on plagiarism and campus policies.

6. Indicate assessments may require follow-up documentation, questions or assignments.

7. State expectations for the time needed to complete coursework.

8. State whether the instructor/college will use a plagiarism detection service.

ASSESSMENT AND EVALUATION

1. Provide rubrics, or detailed grading criteria, for every assignment at the beginning of the course so students understand how they will be graded.

2. Train faculty on ways to use the settings on the college's learning management system to reduce cheating:

   a. Use a test bank with more questions than will be used on any particular test and have the learning management system pull a smaller number of questions from the test bank

   b. Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be "a" for one student and "b" for another.

   c. Require forced completion on exams so students cannot re-enter a test.

   d. Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week. Setting a completion time reduces a student's ability to access the test, look up the

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answer, and re-enter the test. Most test-taking software applications keep track of time on the server, not on the student's computer.

  e. Password protect exams.

  f. Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else).

  g. Use a Web browser lock-down service during testing.

  h. Check the computer "properties" for the "creation date" and "author" for essay or term paper submissions if students are suspected of submitting work created by someone else.

3. Clarify that students with disabilities and requesting testing accommodations (extended time for completion of examinations and quizzes) must identify themselves to the college's office of disabilities and provide appropriate documentation.

4. Change test items and assignment topics each semester.

5. Emphasize assignments that require written work and problem solving (e.g., essays, papers, online discussions).

6. Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).

7. Adopt the following practices to encourage authentic written work:

  a. Require students to turn in copies of reference articles with cited text highlighted.

  b. Require annotated bibliographies.

  c. Do not allow last minute changes in assignment topics.

  d. Require specific references be used (this might be the course text).

  e. Require an abstract.

  f. Give narrow assignment topics (tied into class experience) and require thesis statements prior to topic approval.

  g. Require students to turn in a draft, and their bibliography or references prior to the paper's due date.

  h. Require students to write a concept paper and project plan prior to completing an assignment.

8. Evaluate the research process and the product.

9. After an assignment is due, have students post in the discussion board, describing the assignment and the research method used, a summary of conclusions and an abstract (a meta-learning essay).

10. When evaluating student written work, consider following these practices:

  a. Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.

  b. Look for whether a paper reflects the assignment, has changes in tense, includes odd sentences within a well-written paper, is based on references older than three years, refers to past events as current, or uses jargon.

  c. Compare student writing on the discussion board with that on assignments and papers. A writing sample collected at the start of the semester can be helpful.

  d. Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level.

  e. Check references; compare quotations with cited sources; look for the same author in multiple references.

  f. Read all papers on the same topic together.

11. Make assignments cumulative (students turn in parts of a project or paper throughout the semester).

12. Give open book exams.

13. Other than grades, do not provide students feedback on tests until all of the students in the class have completed them.

14. Use proctored test sites where appropriate.

15. Faculty should use a robust user name and password to protect their computer-based grade book and keep a printed copy in a secure place in case students are able to hack into the computer system.

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SOURCES

"101 Ways to Maintain Academic Integrity in an Online Course," by Michael Anderson and Lori McNabb, UT TeleCampus, The University of Texas System. Handout for faculty development program.

McNabb, L., & Olmstead, A. "Communities of Integrity in Online Courses: Faculty Member Beliefs and Strategies." *Journal of Online Learning and Teaching* 5, no.2 (June 2009), 208-221. Retrieved from http://jolt.merlot.org/vol5no2/mcnabb_0609.htm.

WCET Survey on Academic Integrity and Student Verification, August 2008.

"Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," by WCET Working Group on Academic Integrity and Student Verification. February 2009 and revised April 2009.

Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.

Appendix D: Accessibility Review Checklist

Multi-Media	1	2
Descriptions of Samples:		
Descriptions or alt text tags are present for images, pictures, charts and graphs.	Yes	Yes
A transcript is available for audio-only content.	Yes	Yes
A transcript that describes important visual content is available for video-only content.	Yes	Yes
Synchronized captions are available for audio-video content.	Yes	Yes
Descriptive text giving clear information as to end location or function of hyperlinks is used.	Yes	Yes

Documents/PDFs	1	2
Descriptions of Samples		
Documents contain actual text, not scanned or copied images of text.	Yes	Yes
Punctuation is included at the end of each item in a bulleted or numbered list.	Yes	Yes
Tables have appropriate row and column headers identified.	Yes	Yes
Styles are used to indicate titles, headings, and sub-headings – the document structure is evident in the Navigation pane.	Yes	Yes
Document is free of errors when run through the accessibility checker.	Yes	Yes
PDF is free of accessibility issues when run through a Quick Check.	Yes	Yes

PowerPoint Slides	1	2
Descriptions of Samples		
Each slide has a unique title.	Yes	Yes
All textual information within my PowerPoint slides appears in the proper order on the "Outline" view of the slides.	Yes	Yes
Punctuation is included at the end of each item in a bulleted or numbered list.	Yes	Yes
Slideshow is free of errors when run through an accessibility checker.	Yes	Yes

Other	1	2
Descriptions of Samples		
External Websites follow all appropriate guidelines above.	Yes	Yes
The course is free of flickering images.	Yes	Yes
Other elements besides text formatting (font, color, size, etc.) are used to convey information.	Yes	Yes
Sufficient color contrast is present between the foreground and background.	Yes	Yes
Contact information is available for students to obtain materials in alternate formats.	Yes	Yes
Course syllabus contains current information for the college's Disabled Students Programs and Services (DSP&S).	Yes	Yes
There is evidence of regular substantive instructor initiated contact.	Yes	Yes