

Distance Education Strategic Plan

Reedley College

Definition of Distance Education

Reedley College follows California and Federal guidelines in its definition of Distance Education. For the purposes of this institution, distance education is defined as instruction during which the instructor and student are separated for some components of instruction other than face-to-face at the same time and place. Modalities may vary and are defined further in this document.

California Education Code Definition

California Code of Regulations, [Title 5](#) defines distance education as:

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of 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 of the Americans with Disabilities Act ([42 U.S.C. §12100 et seq.](#) and section 508 of the Rehabilitation Act of 1973, as amended ([29 U.S.C. § 794d](#)).

Federal Definition

Can be found at [Title 34 of the Code of Federal Regulations](#)

Vision for Distance Education Program

In support of the institution's Mission, Vision, and Values, the Reedley College Distance Education program will provide equitable educational opportunities that transform our students and communities by offering educational opportunities that enhance access to education through a variety of modalities.

Goals

Reedley College's commitment to maintaining a viable and quality Distance Education program is a logical extension of those goals articulated in the Strategic Plan for State Center Community College District and in the Reedley College 2022 Strategic Plan. These goals, objectives, and consequent action items will be reviewed and examined as part of the Technology for Student Success Committee ongoing review of the program. A formal analysis of achievement or deficiency will be accomplished as part of the 2023 review of this plan.

Goal #1: Support institutional goals to improve enrollment to equal or exceed 2018-19 Full-Time Equivalent Students

Objective 1.1: Increase opportunities for online course enrollment

Action Item 1.1.1: Develop a greater breadth of Distance Education course offerings, with special attention to AA/AS degree requirements and CSU/UC General Education requirements.

Objective 1.2: Increase student retention and success rates of distance education courses for parity with face-to-face classes.

Action Item 1.2.1: Develop advanced online training and continue offering online teaching certification training and ongoing professional development in collaboration with Instructional Design and Professional Development faculty.

Goal #2: Collaboration between Intersegmental and Community Partners

Objective 2.1: Ongoing support of dual-enrollment programs

Action Item 2.1.1: Support and promote the use of distance education, where appropriate to support dual-enrollment programs.

Goal #3: Equity and Anti-Racism

Objective 3.1: Address students' basic needs through Open Educational Resources and Zero Textbook Cost courses.

Action Item 3.1.1: Encourage faculty members to use and develop OER materials in distance education whenever appropriate.

Action Item 3.1.2: Promote the development of ZTC courses and programs to be delivered through distance education.

Objective 3.2: Ensure that all classes (F2F and DE) employing online presentations and materials are accessible and ADA-compliant.

Action Item 3.2.1: Include anti-racism pedagogy in the online certification training and other ongoing professional development in collaboration with Instructional Design and Professional Development faculty, with an emphasis on accessibility.

Action Item 3.2.2: Ensure ADA Section 508 compliance for all Reedley College DE courses (ongoing).

Objective 3.3: Strive to obtain equal access and success between face-to-face and distance education offerings for similar courses within the same discipline.

Action Item 3.3.1: Analyze the instructional quality between face-to-face and online courses and make recommendations to faculty and departments (ongoing).

Objective 3.4: Work with department chairs and discipline experts to fill the gaps in degree/GE patterns.

Objective 3.5: Facilitate greater equity in online course access to Anti-Racism pedagogy in online courses

Goal #4: Communication

Objective 4.1: Develop ongoing marketing of Reedley College's online course and program offerings with Reedley College's Marketing and Communications Department

Action Item 4.1.1: Promote traditional for-credit and non-credit programs available through distance education via available media channels

Goal #5: Attain Teaching College Status in the California Virtual College-Open Education Initiative.

Objective 5.1: Develop a local Peer Online Course Review process to meet CVC-OEI goals to align with the recent revision to the Master Consortium Agreement that states a need to "Commit to establishing a Local Peer Online Course Review (POCR) process certified by CVC-OEI designed to align the College's online courses to the CVC-OEI Course Design Rubric."

Action Item 5.1.1: Collaborate with other colleges within the district to develop a unified approach to the local POCR process.

Action Item 5.1.2: Coordinate with the Instructional Designer to inform faculty of local POCR requirements and encourage best practices

Definitions of Reedley College Distance Education Courses

Descriptor	Definition	Curriculum	Notes
Fully online (100% online)	Courses in which students work entirely online without requiring physical attendance at a college facility. Arranged proctored tests are available in this modality if listed in course schedule (students do not have to come to Reedley College to take tests); orientations and/or face-to-face class meetings are optional. If synchronous events or meetings are scheduled, they must be posted in the course schedule.	Requires separate Curriculum Committee approval with Distance Education (DE) Addendum and follows all quality measures as outlined in the Distance Education Guidelines Addendum (e.g., regular and substantive interaction.)	Requires faculty to complete online education training prior to online teaching. If proctoring is required, it must be listed in the course schedule.
Hybrid	<p>Anytime distance education is offered less than 100% fully online. For the purposes of this definition, Hybrid courses are those that are between 1 and 99% online.</p> <p>This designation includes when students engaged in distance learning are required to come to a Reedley College site for any reason (testing, orientation, etc.).</p>	Requires separate Curriculum Committee approval with Distance Education (DE) addendum and follows all quality measures as outlined in the Distance Education Guidelines (e.g., Regular Substantive 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.	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.
Blended Interactive	Face to face or hybrid courses in which the instructor allows students the choice to attend a face-to-face meeting via Zoom or another streaming video platform.	No curriculum modifications are necessary for instructors to exercise this option.	It is recommended for instructors to complete training on blended interactive and inform students of the requirements or expectations.

Organizational Structure

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

Vice-President of Instruction

Supervises the Faculty Distance Education Coordinator and is ultimately responsible for the administration of the Distance Education Program as part of the larger Office of Instruction.

Dean over Distance Education

Instructional dean responsible for coordinator and advocating for distance education at district and campus committees.

Faculty Distance Education Coordinator

Serves as liaison between faculty and administration in distance education matters, leads planning efforts for DE professional development, tri-chair of Technology for Student Success and Elaboration, and reviews and recommends for approval DE courses through the Curriculum Committee as needed. Assists faculty with a variety of technical and pedagogical matters related to DE. Serves as a liaison with Director of Technology for RC.

Director of College Technology Services

Provides leadership in collaboration with the DE Coordinator in all areas related to technology (hardware, software, networking, new purchase, maintenance, replacement, and repair). Works cooperatively with counterparts within the district.

Additional Support Services

Student Services

- Admissions and Records (available online and face to face)
- Financial Aid (campus website, phone)
- Counseling/Advising (available online and face to face)
- Application and Registration (Self-Service)
- Student Orientation (online)

Learning Resource Centers

- Tutoring (Learning Center, Reading and Writing Center, Math Center)
- Embedded Tutors
- Library Online Services (Access to the catalog, e-books, electronic data bases, librarian support, and specific library research documents)
- Smarthinking Online Tutoring

Business Services

- Bookstore (online ordering)

DSPS/ABLE

- Accessibility Review and Assistance (appointments by phone)
- Captioning Assistance (through Chancellor's Office DECT grant)

College Committees

- Technology for Student Success and Achievement (TeSSA) is the primary committee supporting and advocating for the distance education program.

Program and Course Development Process

The Reedley College Distance Education Guidelines (Appendix A) suggest the following reasons for developing, approving, and offering an online course:

- To reach students in remote areas
- To provide specialty course for student
- To recruit and support students
- To serve the community and business institutions with special training
- To serve students for whom face-to-face attendance is less suitable

The DE addendum submitted to the Curriculum Committee must fully identify how methods of instruction have been adapted for online delivery and what strategies will be employed to ensure regular and substantive interaction as required in Title 5 and the Reedley College Distance Education Regular and Substantive Contact Policy contained in this document.

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair (or division representative) and dean. A distance education addendum must be reviewed and approved by the curriculum committee before a new distance education course can be developed for online delivery.

Faculty members developing an online course are strongly encouraged to work in tandem with other experienced Distance Education faculty and the Instructional Designer. Throughout the development process, faculty should collaborate to ensure best practices and share insights into the technology and the pedagogical ramifications of converting a traditional course for online delivery. Several checklists or rubrics exist for assisting faculty to assist critical endeavor. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their online course to ensure that opportunities have been created for active, student-centered learning. It is strongly suggested that faculty members developing a new course use California Virtual Campus (CVC) Course Design Rubric and complete the Reedley College Online Teaching Certification course.

Policies

Institutional Support

State Center Community College District and/or Reedley College is responsible for providing the following:

1. Funding for the CMS (Canvas). Funding for a 24/7 monitoring of all technical systems related to online program delivery.
2. Regularly offered comprehensive training for faculty and web-based tutorial assistance with the Canvas course management system.
3. Orientation and readiness material for students available before enrolling in DE courses (that remain available for the course term), as well as 24/7 help desk support for Canvas use through the chat-enabled feature.
4. Instructional design support for faculty.
5. Student support services at a distance, including library, counseling, bookstore, orientation, tutoring, and enrollment services.
6. Easily accessible and sortable schedule for students seeking distance-learning opportunities.
7. Support for course development and delivery, particularly in accessibility compliance.
8. A system for designating in which states our enrolled online students are residents and detailing where and how Reedley College can obtain approval to offer courses to students in those states.

9. Appropriate substantive change report to the ACCJC when programs reach the ability to offer 50% or more of their degree or certificates via distance education.

Student Integrity and Authentication

1. Students access the Course Management System, CANVAS, through a college-administered authentication process (student ID-related password protection).
2. Password updates take place regularly via a password aging policy.
3. Assessment, grading, and interactive activities will occur within an authenticated, copyright-appropriate, and Section 508-compliant environment.
4. Instructors will monitor students' continuous active participation in the course. (See the Substantive Interaction Policy)
5. To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the students will be encouraged to acknowledge Reedley College's Student Conduct Standards.
6. Instructors are encouraged to define plagiarism and cheating in their online course policies as articulated in the course syllabus.

Faculty Readiness

To ensure quality and appropriate rigor, faculty electing to teach online classes should have training in online pedagogy and using Canvas. To conduct a course in the Distance Education program or to design a new online course, the faculty member should:

1. Receive appropriate certification in online teaching, such as that provided by the Reedley College online teaching certification, @ONE training, or another approved or accredited program, or be able to demonstrate equivalent experience, such as prior success at teaching online courses.
2. Evaluation of a deployed course site, portfolio, or experience as deemed appropriate by the DE Coordinator and/or Instructional Designer may be substituted for the Reedley College Online Teaching Certification.
3. Seek approval from the relevant division Dean and department chair (or division representative, designated discipline expert) to teach an online course.

Teaching and Learning

To develop quality Distance Education courses, the following standards will be applied:

1. All Distance Education courses will follow the approved course outline of record.
2. It is recommended that distance education students be given information about course requirements, expectations regarding coursework standards, and techniques for succeeding in a distance education environment at least five days in advance of the start of the course.
3. All required equipment needs, including hardware and software, are identified in the course schedule as required in Title 5 55005.
4. Technical training and support will be available throughout the course via the Canvas portal, RC Online page, and within individual courses (syllabi, etc.). Students must authenticate and access course content through the district-approved CMS: Canvas.
5. Courses will provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the online discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
6. Students will be required to be active learners in presenting, organizing, applying, and constructing information, ideas, and knowledge. They are prepared and expected to participate in collaborative activities throughout their course of study.

7. Student Learning Outcomes (SLOs) and requirements will be presented clearly in each course.
8. Courses will provide opportunities for regular and substantive interaction between teachers and students. Interaction among students and between students in the learning environment will be required unless stated otherwise in the COR (Regular and Substantive Interaction policy). Students are held accountable for the communication activities within courses. Instructors will initiate contact with all students. (See the Reedley College Regular and Substantive Interaction Policy in this document.)
9. All student assignments and their due dates, as well as tests and test dates, should be explained and posted at the beginning of the course or in a way to give reasonable preparation time for the student. The syllabus will prominently show a clear announcement on how often updated grades will be posted.
10. Any special testing (i.e., proctoring) and laboratory situations and arrangements will be clearly described to the student in the course schedule, syllabus and announcements area of the course.
11. Fully online courses cannot require students to come to the Reedley College site for any reason. Any synchronous meetings must be listed in the course schedule before students register.
12. Hybrid courses must inform students of specific dates and times when on-campus meetings are required through the course schedule.
13. Student assessment and evaluation methods will be relevant to the activities, reading assignments, and other learning materials presented in the course.
14. Instructor feedback on student assignments and questions will be constructive and provided promptly. Instructors will clearly define feedback response time in the course syllabus.

Accessibility and Security

1. Distance Education courses will provide accessibility for those users employing screen readers. Images and links on the course website must show alternate text upon cursor contact. Presentations using audio files must be captioned (captioning services are available through the DECT grant).
2. Distance Education students have access to sufficient library resources. Through online library access.
3. Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments.
4. Privacy and Protection Standards from FERPA are followed, particularly when directing students to resources outside the college-controlled CMS.
5. Procedures are in place to help ensure the security of student work.
6. Students receive clear instructions to save and retain copies of all work submitted electronically.
7. Instructors back-up all grade book data.

Distance Education Course Evaluation Process

1. Reviews of student learning outcomes include assessment of student products as defined by the instructor in the course syllabus.
2. Data on enrollment, costs and successful/innovative uses of technology are used when reviewing program effectiveness.
3. Intended Student Learning Outcomes are reviewed regularly to ensure clarity, utility, and appropriateness through the curriculum review cycle.
4. Courses are reviewed on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes technical

design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction. Evaluation occurs within the instructor evaluation process as outlined in the faculty contract. Peer Evaluation of the Instructor will be accomplished via approved methods as agreed to by the Academic Senate, the bargaining unit (CFT Local #1533), and District. (See Appendix B for RC Faculty Online Observation Form.)

5. Distance Education program review is part of the Office of Instruction program.
6. Program review for courses takes place in the individual discipline areas, as do the creation and maintenance of Student Learning Outcomes.

Student Support

1. All students will have 24/7 access to the Canvas Course Management System.
2. Distance Education students will have the same access to academic and student services resources as traditional students.
3. All courses have Canvas course shells that are populated at the time of enrollment through the Self-Service system.
4. 24/7 help chat that aids students who need help with Canvas. Support is also offered as outsourced to Canvas help.

Department or Discipline Specifics

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

Substantive Interaction

Reedley College Substantive Interaction Policy

All DE courses at Reedley College, whether hybrid or fully online, will include regular and substantive contact as described below:

1. 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 the activities in the course. Providing students with an open-ended forum for questions about course assignments, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.
2. Frequency: Distance Education courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of contact between the instructor and students will be at least the same as would be established in a regular, face-to-face course. At the very least, 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, given the nature of asynchronous instructional

methodologies, over the course of a week and should occur as often as is appropriate for the course and comparable to face-to-face course offerings of the same class.

3. Establishing expectations and managing unexpected instructor absence: A policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline). In that case, notification to students will be made in the announcements area of the course and/or a group e-mail that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days), a substitute instructor should be sought who can assist students while the instructor is unavailable. The Instructor should contact her/his department chair or dean immediately to work on appropriate faculty substitution

Type of Contact

Recommended types of contact that may exist in Reedley College Distance Education courses:

- Announcements
- Discussion Board
- Canvas Inbox
- Phone text/App text
- Synchronous meetings/conferencing
- Facilitation of student-to-student contact via social networking sites
- Feedback of individual student work on LMS, wikis, and blogs
- Publisher-provided software blogs
- Interactive instructor-designed lecture videos/ 3rd party interactive software

Suggestions

1. Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or Canvas Conferences, video conference (Zoom, Teams, WebEx, etc.), or other synchronous technologies may also be included.
2. It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other regularly scheduled question-and-answer sessions available to students, as well as regular interactive activities directly related to the content of the course.

Regulations Referenced

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

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Credits

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

Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of distance education courses

55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

(b) "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- (1) Providing direct instruction;
- (2) Assessing or providing feedback on a student's coursework;
- (3) Providing information or responding to questions about the content of a course or competency;
- (4) Facilitating a group discussion regarding the content of a course or competency; or
- (5) Other instructional activities approved by the institution's or program's accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

- (1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- (2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

(d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

- (1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- (2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Credits

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; and title 34 Code of Federal Regulations sections 600.2 and 668.3.

Guideline for Section 55204

This section defines what contact must be maintained between the instructor and student.

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

The last published Distance Education Guidelines, November 2022, issued by the Chancellor’s Office pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “regular and substantive,” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular and substantive interaction and how it is achieved. Since regular and substantive interaction was declared an academic and professional matter, this documentation must include a demonstration of collegial consultation with the academic senate, for example, through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Other Faculty-related Items

General Recommendations

This plan allows faculty members to grow into distance education at their own pace and comfort level. The administration has assured the Senate and the bargaining unit that no faculty member will be penalized for not offering distance education courses or forced to convert courses to the online environment. One priority of the college will be to look for candidates for new faculty hires who are willing and/or able to incorporate technological resources into their teaching and learning. Current faculty members are allowed to offer courses at a distance based on the need as appropriate to the discipline and as identified earlier in this plan.

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

Classroom Visitation Protocol for Online Courses

Reedley College instructional administrators will follow the following protocol.

1. Visitation of online courses by administrators may occur for the purposes listed below.
 - a. In response to a request from the instructor in the course. (Questionable student conduct, technical problems, course development review, recommendation, etc.).
 - b. In response to student complaints about the instructor, the course, or the course management system infrastructure.
2. The course instructor must be notified via email and/or phone before the visitation.
3. An informal email summary of the visitation will be forwarded to the instructor upon the conclusion of the visitation.

Appendix A – Reedley College Readiness Standards for DE faculty

To ensure quality, campus certification for faculty teaching in a distance education format (either fully online or hybrid) must be achieved through the following means:

I. Initial Training

1. Prior verified distance education teaching experience. Dean, department chair, or discipline expert, and DE Coordinator should have reviewed a CV indicating the extent of that experience, conducted an interview regarding the instructor's preparedness, as well as having access and opportunity to review at least one-course site; or
2. Verified satisfactory completion and/or certification from a recognized distance education training program (e.g. @ONE Online Teaching Certification Program); or
3. Attendance and completion of Reedley College's Online Teaching course (see below).

II. Continuing Education

1. In the first semester of teaching a distance education course for Reedley College, it is recommended the DE instructor attend at least one mid-semester workshop offered (either on-ground at one of the college sites or virtually) or meet with the Reedley College instructional designer.
2. During subsequent semesters, it is recommended that the Reedley College instructors attend at least one mid-semester workshop every two semesters (instructors who provide verification of their enrollment in @ONE course work leading to Online Teaching Certification are exempt from this requirement).

III. Review of Course Site Design

Prior to the first day of instruction, it is recommended a new distance education instructor make his/her developed course site available for review by the instructional designer and the DE Coordinator. Those designated to review the course site will be available for consultation with the new DE instructor from the date of hire and throughout the course of the semester in which the course is taught. In the event of a late hire or substitution, the instructor should be certified by one of the means above, and the course site should be made available for review within a week of the hiring.

Online Teaching Certification Course

This specially targeted course in Distance Education pedagogy will be conducted fully online in 6-week cohort course. It satisfies the campus's initial training requirement for teaching online in lieu of verified previous online teaching experience or other forms of certification (e.g. @ONE). This course will be designed to incorporate pedagogical best practices as well as practical considerations regarding the use of the CMS (Canvas) and peripheral applications (e.g. MS Office, HTML editors, Adobe Acrobat, Camtasia, Panopto, etc.).

1. Introduction to teaching in an online environment: what does it mean to teach at a distance?
2. Designing the most effective course: basing course design on objectives and student learning outcomes
3. Creating meaningful assessments
4. Working on the modalities: text, image, audio, and video for content presentation
5. Regular and substantive interaction: communicating by any means possible
6. Accessibility issues: considering our audience

Appendix B – Faculty Online Observation Form

Faculty Online Observation

State Center Community College District

Reedley College

Information

Faculty Name:	
Course:	
Topic:	
Date:	
Location:	
Evaluator:	

Planning

Category	Satisfactory	Needs Improvement	Not Observed	Not Applicable	Comments
Online class site and content presented in an organized manner and is user-friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Curriculum logically progresses from one concept to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COMMUNICATION TECHNIQUES

Category	Satisfactory	Needs	Not Observed	Not Applicable	Comments
Announcements or other tools are used to communicate with the class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use of vocabulary is appropriate to content and class level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class materials are communicated in an effective and understandable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category	Satisfactory	Needs	Not Observed	Not Applicable	Comments
A class forum, threaded discussion or other means (IM chat, Skype, journals, blogs) is provided for students to communicate in “class discussions” or with instructor on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays flexibility and respect for the ideas of others in discussion boards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skillfully facilitates student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PRESENTATION

Category	Satisfactory	Needs Improvement	Not Observed	Not Applicable	Comments
Demonstrates current knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses examples to clarify and illustrate concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates through online interactions enthusiasm for and interest in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employs a variety of materials and techniques appropriate to varying abilities and backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides alternatives (ie: illustrations, animations, audio, video, or PowerPoint presentations) for students who do not learn well through text-only instructional models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT RELATIONS

Category	Satisfactory	Needs Improvement	Not Observed	Not Applicable	Comments
Creates a feeling of genuine interest in student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary Statement: Please address the following:

1. What specific strengths did you identify in this faculty?
2. Please list any specific changes recommended to strengthen this faculty's effectiveness.
3. List any other suggestions for improvement.
4. Other comments or suggestions.

Evaluator's Signature:

The signature below indicates this observation has been discussed with me but does not constitute consent or agreement. I understand I may prepare a narrative statement to be attached to this document.

Faculty Member's Signature:

Date: