Distance Education Plan

Cypress College Distance Education

2017-2023

https://www.cypresscollege.edu/academics/distance-education/

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Forward

This Distance Education Plan covers a period of six years—documenting program objectives accomplished during a transitional period (2017-2019) and outlining goals for the next three years (2020-2023). The forward presents a history of the Distance Education Program since the approval of Cypress College's second Distance Education Plan (2011-14), and it describes the circumstances which led to a gap in program planning.

From 2007-2013 the Distance Education Program was supported by a full-time faculty coordinator, a full-time instructional designer, and an administrative assistant. The instructional designer position was funded by a Title 5 grant which expired in 2013, resulting in a substantial reduction in program support. At that time, the Distance Education Coordinator, Jeanne Miller, resigned, and the role of Distance Education Coordinator was assumed briefly by Richard Hock, followed by Jessica Puma. After Jessica Puma returned to teaching in 2014, the coordinator position remained vacant for 2.5 years. From 2014-16 the program was supported by an administrative assistant and a temporary special projects director.

The context for program planning changed radically during this period. The State of California launched the Online Education Initiative (OEI) in 2015, and distance education became integral to a number of emerging initiatives including Guided Pathways, Student Equity, and Open Educational Resources (OER). The OEI provided incentives to the California Community Colleges for adopting Canvas as the common learning management system, and it established an online "Course Exchange" to support student transfer pathways. By 2016, most of the California Community Colleges had adopted (or committed to adopting) Canvas in order to take advantage of subsidies, student support services, and training offered by the OEI. At Cypress College, no one was guiding the discussion about the adoption of Canvas and the OEI, and the "Distance Education Advisory Group" that had been established to make recommendations about program policies was not empowered to approve or initiate such a change. (As of 2020 the OEI is also referred to as the CVC or California Virtual Campus.)

During the process of self-study leading up to the ACCJC site visit in 2017, the Accreditation Steering Committee identified the Distance Education Model as a topic of significant importance to the improvement of teaching and learning at Cypress College and an area for a Quality Focus Essay (QFE). One of the immediate needs of the DE program identified in the accreditation self-study was to address the gap in planning, which was attributed, in part, to the lack of a faculty distance education coordinator and the lack of faculty participation in the decisions pertaining to the Distance Education Program.

In Fall of 2016, the duties of the Distance Education Coordinator were revised, and Kathleen McAlister assumed the position at 60% release time beginning in Spring of 2017. She co-authored a QFE with the Dean of Distance Education, Treisa Cassens, outlining action steps to address the gap in planning. With the approval of the Academic Senate in Fall of 2017, a Distance Education Committee comprised of the DE team, faculty from all

campus divisions, Disability Support Services, and IT was formed, and the committee approved additional goals and objectives after reviewing the previous Distance Education Plan (2011-2014), the *Cypress College Educational Master Plan* (2016-2026), the *Cypress College Program Review Annual Report* (2016-2017), distance education enrollment data, student success and retention data, and the results of student and faculty surveys completed in Spring of 2017. Plan goals were presented and discussed at Academic Senate Committee meetings and at campus division meetings. (See Addendum: DEC Mission and Committee Composition)

Presentation of the Distance Education plan was deferred, initially, pending a Canvas pilot and campus vote on the LMS transition, which would determine the prioritization of program goals. In 2017 the team organized and conducted the pilot and began to address objectives related to compliance. The pilot concluded in Fall of 2017, and the transition to Canvas was initiated the following semester. Planning during this transitional period was challenging as there was no precedent for such a large-scale project, nor did the support model allow for it. From 2018-2019 the team implemented critical goals on an accelerated timeline, focusing on functionality and support—rebuilding faculty training for Canvas and facilitating integrations and applications to support instruction and compliance. During this period, the DE Program also expanded LMS access and technical support to the entire campus and experienced unprecedented growth in distance education FTES and enrollments. (See data provided later in this plan.)

Although presentation of the DE Plan was further delayed as the DE team reprioritized goals to address the needs of the campus community, throughout the process, decisions were made in a shared governance context and with the approval of the Distance Education Committee and involvement of the Academic Senate.

Introduction

This plan represents a revised and updated version of Cypress College's second Distance Education Plan (2011-2014). It documents objectives accomplished from 2017-2019; it outlines the current state of the program; and it defines ongoing goals and objectives for 2020-2023.

While this plan forms the foundation for the Cypress College Distance Education Program, it is designed to be a fluid document, and it is the intention of the Distance Education Committee (DEC) that it be reviewed annually and revised as needed. Many issues involving the development of a DE Program require consideration of the Academic Senate, Curriculum Committee, online teaching faculty, students, and administration. The DEC will work in consultation with all stakeholders to review and update the plan as needed.

The Distance Education Plan is part of the overall planning and budget process at Cypress College. The planning for the Distance Education Program is directly linked to the Cypress College Educational Master Plan and the Strategic Plan.

The Distance Education Plan Development Process

The process for evaluating the Distance Education Plan requires the participation of Distance Education staff, the Distance Education faculty, the Distance Education Committee, the Academic Senate, the Planning and Budget Committee, and the President's Advisory Cabinet.

Evaluating and updating the Distance Education Plan is a four-step process:

1. **Planning**: The current plan is presented at a Distance Education Committee meeting(s) where participants determine plan sections to be deleted, updated, or added. Suggestions for changes are noted and guide the writing of the new draft.
2. **Writing**: The Distance Education Coordinator prepares the first draft of the new plan using the guidance provided by the Distance Education Committee. This first comprehensive draft is submitted to the Distance Education Dean and DE Committee for review.
3. **Review:** The Distance Education Committee reviews the first draft, solicits feedback from constituents and stakeholders, and makes recommendations for changes. The Distance Education Coordinator prepares the final draft of the plan based on the feedback collected during the review process.
4. **Approval**: The final draft is presented to the Distance Education Committee for approval and then submitted for final approval to the Academic Senate, the Planning and Budget Committee, and the President's Advisory Cabinet.

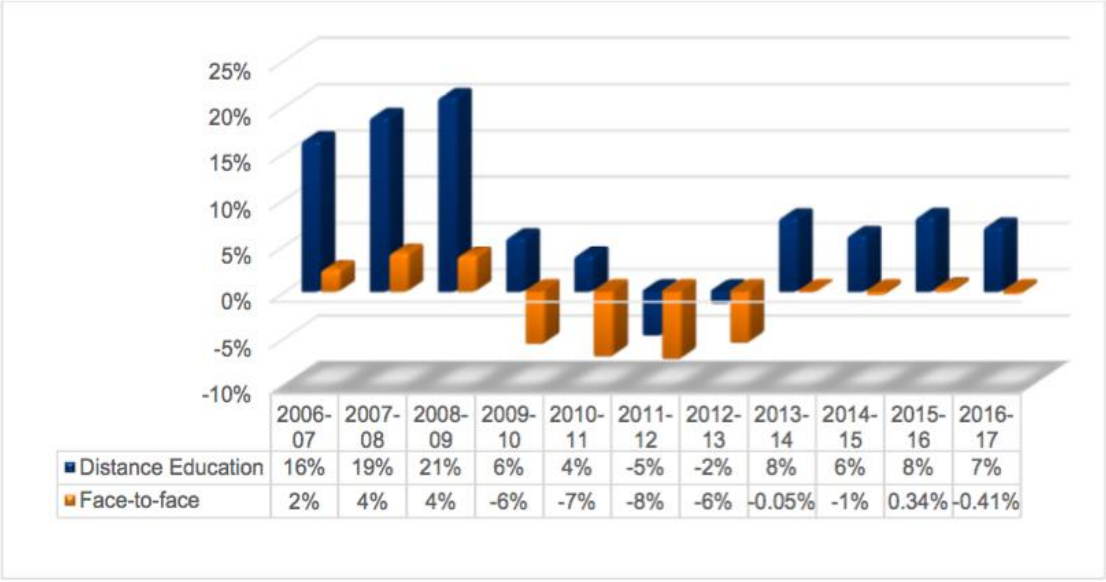
Distance Education in California

> "In an increasingly demanding culture where students balance multiple commitments of work, family and education, the challenge of the traditional face-to-face classroom delivery mode becomes a barrier to success. Distance education creates a convenient educational experience of equal qualitative value as an alternative to the face-to-face course."—California Community Colleges *Distance Education Report*, 2017, p.9

Enrollment Growth

The most recent edition of the State Chancellor's Office biannual *Distance Education Report* (2017) indicates that distance education has grown steadily over the last twelve years, and the number of students taking distance education courses has tripled in that time. In 2016-17 distance education students accounted for nearly one third (28 percent) of the unduplicated students in the California Community Colleges. Enrollment growth in distance education classes has exceeded enrollment growth in traditional classes since 2013-2014. (California State Chancellor's Office, *Distance Education Report*, 2017, p.19, 20).

Figure 3. Percent Change in Headcount for Distance Education and Traditional Face-to-Face from 2005 to 2016



	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Distance Education	16%	19%	21%	6%	4%	-5%	-2%	8%	6%	8%	7%
Face-to-face	2%	4%	4%	-6%	-7%	-8%	-6%	-0.05%	-1%	0.34%	-0.41%

Figure 3: *Percentage change for DE compared to traditional instruction from 2005 to 2016*. Figure 3, Percent Change in Headcount for Distance Education and Traditional Face-to- Face from 2005 to 2016, shows the increase followed by decline and then subsequent recovery of student headcount since the 2005-06 base year headcount (328,372 for distance education sessions and 2,630,207 for traditional sessions). (California State Chancellor's Office, *Distance Education Report*, 2017, p.21).

Growth is fueled by demand. Students with ubiquitous access to web and mobile technologies value and expect the convenience of access to course content anywhere, anytime. This expectation has been met by the adoption of asynchronous communication methods for course delivery, "Online instruction using asynchronous time-based delivery is by far the most widely used method of conducting distance education because it offers students the greatest flexibility in taking courses. Currently 94 percent of all distance education courses are internet-based." (*Distance Education Report*, 2017, p.37).

State survey results show that California higher education students choose distance education because Internet based courses facilitate access to a college education and integrate more easily with other aspects of their lives. According to the 2017 California State Chancellor's report on Distance Education, the number one reason students take an online course is "convenience with their work schedule" (p. 31).

Satisfying degree and transfer requirements also ranked highly (#2 and #3) in degree of importance as reasons for taking online courses. Colleges are developing online degrees and certificates to meet this demand. In 2017, 48 of the California Community Colleges had developed fully online degrees, representing 576 fully-online programs, 39 associate degrees for transfer and 226 certificates. (*Distance Education Report*, 2017, p. 5-6). Increasingly, students are cross-enrolling to satisfy requirements for courses that are not offered, infrequently offered, or impacted at their home institution. The CVC-OEI "course exchange" was established to facilitate cross enrollment and reduce time to degree completion.

To meet the growing demand for transfer courses and degrees, the DE committee approved the following goals:

- Support Guided Pathways and Student Equity initiatives by promoting the development of online degrees and certificates;
- explore proctoring options for courses offered "Fully Online" and "Online with Flexible In-Person Examinations";
- join the OEI Consortium (CVC) and enable cross-enrollment for fully-online courses offered at Cypress College.

Challenges to Distance Education

Distance education courses are required to maintain the same academic standards as traditional in-person courses and face many of the same challenges, especially as technology is increasingly infused in traditionally-delivered instruction. Recommendations to the Board of Governors of the California Community Colleges found in the State Chancellor's 2017 *Distance Education Report,* as well as results from the *Instructional Technology Council (ITC) Annual National eLearning Report* which looks primarily at public community colleges across the United States (ITC, 2019), and observations noted in the *Horizon Report,* Higher Education 2019 Edition from the New Media Consortium and the

Educause Learning Initiative, all reiterate common challenges to post-secondary distance education.

Of the issues confronting distance education listed in these reports, the following are the most relevant to the direction of Cypress College Distance Education goals and objectives for 2017–2023.

- Needed resources and support for the distance education program and sizing of the program
- Federal regulatory compliance (508 accessibility)
- Faculty training (and quality course design)
- Student completion (success and retention)
- Academic integrity
- Access to student services

Distance Education at Cypress College

Distance Education is quickly becoming an integral part of the college mission. There is progressively less distinction between traditional instruction and distance education as instructional technology is adopted throughout the breadth of the college curriculum. The motivations (Howell, Williams, & Lindsay, 2003) to adopt and expand distance education offerings are strong across all levels of the college community.

- **Institutional Motivation**: The institutional and administrative motivators for offering Distance Education classes include the efficient use of physical space and the need to offer an alternative delivery method for those who cannot come to campus. Special populations served by distance education include place-bound students, international students, retired students, military students, and students with disabilities.
- **Program Motivation**: Cypress College programs have implemented distance education for a variety of reasons: student demand for distance education options, program survival in periods of low enrollment, student recruitment to the in-person program, competition with programs offered by other institutions, and efficient physical space utilization.
- **Student Motivation**: Student reasons for taking Distance Education classes are many: an increasing reliance on mobile devices for daily tasks, the need for flexible academic schedule to facilitate meeting work and family responsibilities, 24/7 online access to courses, reduction of commuting time and transportation expenses, and the opportunity for disabled students and working couples and single parents to continue their education, the opportunity to access courses and programs not offered at their local college.
- **Faculty Motivation**: Faculty members decide to teach Distance Education courses for a variety of reasons: flexibility in work hours, opportunity for professional development in technical and pedagogical skills, and enhancement of traditional instructional methods, such as transferring curriculum development.

Overview of Distance Education at Cypress College

Distance Education at Cypress College, like other colleges in the state, is conducted predominantly using online asynchronous communication. Distance Education at Cypress College primarily refers to the delivery of online and partially online courses, although synchronous web-based course delivery systems are also employed.

California Community Colleges State Chancellor's Definition

The State Chancellor's Office defines distance education in the California Community Colleges *Distance Education Guidelines*.

> 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). (Chancellor's Office California Community Colleges Academic Affairs Division Instructional Programs and Services, 2019)

It is important to note that section 55206 of the Guidelines also include specific curriculum procedures for partially online as well as online classes in:

> If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at minimum specify how the portion of instruction delivered via distance education meets:
>
> > (a) Regular and effective contact between instructor and students and among students as referenced in title 5, section 55204(a), and
> >
> > (b) 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. § 749d)
>
> The addendum shall be separately approved according to the district's adopted curriculum approval procedures. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Accrediting Commission Definition

The Accrediting Commission for Community and Junior Colleges (ACCJC) defines distance learning for accreditation purposes.

Distance Education means (34 C.F.R. § 602.3.): Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

(1) the internet;
(2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) audioconferencing; or
(4) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3). (Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges, *Accreditation Reference Handbook*, 2016)

Application of State Definition of Distance Education at Cypress College

At Cypress College distance education is defined as instruction where students and faculty are separated by distance and interact using a variety of technologies. These methods include video, audio recordings, video conferencing, or another passive medium. Fully face-to-face technology-enhanced courses are not distance education.

Cypress College has adopted the definitions developed jointly by the Distance Education and Education Technology Advisory Committee and California Community Colleges Chancellor's Office, Educational Services and Support and presented in the *Distance Education Guidelines,* 2019, (p13-15).

The *Distance Education Guidelines* recognize the three types of online courses defined below. Currently, the Distance Education Program supports "Fully Online" and "Partially Online" courses. In order to offer "Online with Flexible In-person Component," the program would need to establish a proctoring center and join a proctoring network. This is one of the program objectives for 2020-2023.

Whenever an online, partially online or OFI section requires an activity that cannot be completed online or asynchronously, that requirement must be noted in the schedule of classes.

Fully Online (FO): All instruction, assessment and activities are online**.**

- **Fully Online (FO) (also known as "100% online") –** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours are delivered through these online

interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times.

Partially Online (PO): Online instruction with scheduled on-campus meetings and/or assessments.

- **Partially Online (PO) (also known as "hybrid")** – Instruction involving regular and effective online interaction for any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.

Online with Flexible In-person component (OFI): Online instruction with in-person/ proctored assessment/activities at a flexible time and place.

- **Online with Flexible In-Person Component (OFI)** – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interactions, supplemented by required in-person assessments or activities that are available at approved locations during a specified range of time. The schedule of classes indicates dates, range of times and locations of all required in-person components.

Web-Enhanced Course: In-person classes that offer students access to class materials and resources online.

- Web enhanced courses may offer supplemental activities, homework activities, and facilitate electronic submission of coursework and communication. Web enhanced courses may not use Internet-based resources or activities to replace required on-campus instruction or in-seat contact hours.

Enrollment Growth of Distance Education at Cypress College

The need for support and growth in distance education is reflected in the results of the Distance Education Faculty Satisfaction Survey (2017) and the *Cypress College Educational Master Plan* (2016-2026). The *Master Plan* summarizes common themes of department reports relative to distance education: "The appeal of online and hybrid courses to students has increased greatly in the recent years, and many instructional departments noted their concerted effort to offer more courses in online and hybrid formats. As a result, several departments made mention of the need for distance education support (both technical and

instructional) for students and faculty" (227). The *Master Plan* identifies distance education as one of the college-wide initiatives having "broad implications for the future of the college":

> "The focus on Distance Education is evident not only in the instructional department reports, but also at the state-level via the Online Education Initiative (OEI). The college will be focused on increasing online and hybrid course offerings as well as increasing the support provided to both students and instructors with regard to distance education" (238).

Analysis of the enrollment data in 2016-17 confirmed that although DE enrollments increased steadily over the course of the program's history, growth in DE FTES did not reflect the student demand relative to the demand for traditional classes. While growth in distance education FTES varied widely amongst the California community colleges, growth in DE FTES statewide (49.8%) and at neighboring institutions (58.81%) substantially exceeded growth at Cypress College (36.1%) in the five-year trend leading up to 2016-2017 (Institutional Planning and Research, 2017, Table 1).

Table 1: Summary of DE FTES Statewide and at Local/Neighboring Colleges

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Trend	
						# Difference	% Change
Long Beach City College	1,075.31	1,274.45	1,657.01	1,837.17	2,107.15	1,031.84	96.0%
Fullerton College	1,335.62	2,107.78	2,191.46	2,400.45	2,444.36	1,108.74	83.0%
Santa Ana College	1,452.51	1,297.96	1,777.05	2,251.10	2,601.76	1,149.25	79.1%
Cerritos College	1,572.48	1,663.84	1,855.34	2,105.51	2,376.64	804.16	51.1%
Golden West College	1,389.82	1,723.46	1,879.90	2,109.34	2,020.90	631.08	45.4%
Cypress College	**1,296.70**	**1,405.33**	**1,266.23**	**1,595.76**	**1,764.74**	**468.03**	**36.1%**
Orange Coast College	1,026.07	1,013.67	1,165.09	1,250.33	1,241.23	215.16	21.0%
Local College Total	**9,148.51**	**10,486.49**	**11,792.08**	**13,549.66**	**14,556.78**	**5,408.16**	**58.81%**
Statewide Total	**110,122.60**	**119,657.87**	**132,973.62**	**148,928.30**	**164,968.81**	**54,846.21**	**49.8%**

Despite the growing demand for online courses, online offerings remained relatively static in the eight years leading up to 2015-16. From 2009-2015, DE FTES constituted between 11-12% of the total college FTES. The number of unduplicated instructors offering distance education courses decreased from 84 to 72, while the number of sections remained between 392-404. This may be attributed, in part, to systemwide budget cuts that lead to a reduction in course offerings statewide from 2009-10 to 2011-12. (See figure 3.)

Table 2: 2008-09 to 2018-19 DE FTES Trend

Academic Year	Number of Unduplicated Instructors	DE Sections	DE FTES	Change in DE FTES From Prior Year	Total College FTES	DE FTES as % of Total FTES
2008-09	84	392	1,118.01	19%	11,965.41	9.3%
2009-10	84	391	1,423.35	27.3%	12,898.94	11.0%
2010-11	84	404	1,456.62	2.3%	12,323.49	11.8%
2011-12	80	377	1,296.98	-11.0%	11,369.48	11.4%
2012-13	78	391	1,347.19	3.9%	11,244.45	12.0%
2013-14	76	400	1,384.31	2.8%	11,592.24	11.9%
2014-15	72	397	1,302.68	-5.9%	11,608.56	11.2%
2015-16	91	475	1,640.03	25.9%	12,133.41	13.5%
2016-17	103	551	1,777.49	8.4%	11,896.39	14.9%
2017-18	117	626	2,098.42	18.1%	11,974.90	17.5%
2018-19	116	645	2,269.69	8.2%	12,052.77	18.8%

Growth at Cypress College was also hampered by the costs associated with maintaining the Blackboard LMS and data storage. These costs prohibited the College from expanding the functional use of the LMS for web-enhancing, student services, committees, and other purposes.

The *Cypress College Program Review Annual Report* for 2016-2017 urged the DE Program to provide greater access to training for adjunct faculty (p.6), and to develop an equivalency policy to eliminate redundant training. In the DE Satisfaction Survey, faculty also cited the need for support and access to training as a barrier to program growth.

To support enrollment growth, to increase online offerings to meet student demand, and to remain competitive with neighboring institutions, the Distance Education Committee approved the following goals:

- increase enrollments in online teacher training;
- increase the frequency of training;
- compress course content and reduce time to training completion;
- provide face-to-face support for training, accessibility, and course development;
- establish a policy to grant certification to trained faculty with online teaching experience.

The DE team began implementing these goals immediately, and the "DE FTES Trend" data (table 2) shows a sharp increase in DE FTES beginning in 2016-17. A number of factors may have contributed to the precipitous growth of the DE Program from 2016-2019, but the increase in trained faculty and availability of courses is apparent. The number of faculty completing training at Cypress College to become DE certified increased substantially beginning in 2015; in 2019, 40 faculty were certified to teach online, the most in the

program's history. In 2018-19 there were 645 distance education sections and 116 unduplicated instructors. (Institutional Planning and Research, 2020, Table 2).

DE FTES jumped from 11% of the colleges total FTES in 2015 (QFE) to 19.7% in Fall 2019. (Institutional Planning and Research, 2020, Table 3).

Table 3: Fall 2019 FTES by Instruction Method

	Fall 2019
Lecture	4,246.5
Lab	274.7
Online	553.9
Hybrid	558.5
Field Experience	0.0
Independent Study	0.4
Work Experience	0.0
Total	**5,633.9**

DE enrollments represented 13.4% of the total enrollments in Fall of 2015 (QFE) and rose 21.7% of total enrollments in 2018-19. (Institutional Planning and Research, 2020, Table 4).

Table 4: 2018-19 Enrollments by Method of Instruction

Method of Instruction	Number of Enrollments	% of Enrollments
Field Experience	64	0.1%
Hybrid	7,942	8.8%
Independent Study	95	0.1%
Lab	5,189	5.7%
Lecture	65,208	72.2%
Online	11,670	12.9%
Work Experience	146	0.2%
Total	**90,314**	**100.0%**

The portion of students enrolling in DE courses has also increased dramatically. In Fall of 2015 when the DE team prepared the QFE for accreditation, 26.8% of students were enrolled in at least one distance education course (QFE). By Fall of 2018-19 44.8% of Cypress College students were completing a portion of their courses online. (Table 5).

Table 5: Students Enrollments by Modality Type 2018-19

Student Type	Number of Students	% of Students
On Campus Only	12,177	55.2%
Distance Education Only	2,895	13.1%
Mixed	6,980	31.7%
Total	**22,052**	**100.0%**

Growth of Web Enhanced Support

Prior to the adoption of the Canvas LMS, support of web enhanced courses was not part of the program mission. Blackboard data storage restrictions and limited DE support staff made it prohibitive. In 2016 MyGateway was no longer functioning as a stable web-enhancing platform, and faculty were frustrated by DE Program policies restricting access to the LMS. Faculty were required to complete web-enhanced training (covering accessibility/508 compliance, copyright, and basic LMS tools and functions) before requesting course shells for web-enhancing. The *Program Review Annual Report* for 2016-2017 suggested that the DE Program should give priority "to making online assignments and grades available . . ." through the LMS "every semester, without [faculty] having to request web-enhanced courses manually" (p. 6).

The adoption of Canvas allowed the program to expand LMS access to all faculty and to provide a web-enhancing alternative to MyGateway, but the Distance Education Committee had concerns about maintaining 508 compliance and about the ability of the DE Program staff to support the expansion.

The DE Committee approved the following goals to provide faculty access to course shells for web-enhancing and to expand the functional use of the LMS:

- Revise web-enhanced training for the Canvas LMS and provide a stipend to all faculty for successful completion;
- subscribe to Canvas 24/7 faculty and student support;
- integrate an application or accessibility tool (such as Ally) to assist faculty in identifying and remediating files for 508 compliance;
- offer web-enhancing workshops for FLEX and professional development ongoing;
- provide face-to-face support for web-enhancing during open lab.

In 2018, the DE Program expanded LMS access to the entire campus and provided a stipend of $100.00 to Cypress College faculty for completion of web-enhanced training. Nearly 200 faculty completed the training, and dozens more attended web-enhancing workshops for FLEX and professional development. Currently, all campus users have access to Canvas, but many have not been trained for 508 accessibility compliance. By definition and according

to the official designation in the curriculum process, web-enhanced courses are considered traditional, not distance education courses, and yet the program is now supporting 100% of Cypress College faculty in this capacity. It is important to note that while distance education enrollments continue to grow, and the program has expanded support to all Canvas users, DE support staff has decreased.

Improved Student Success

Successful student completion of a course is defined as performance with a passing grade, or a grade of "C" or better (A, B, C, Credit, or Pass). With a few exceptions, student success rates in DE courses have always been lower than success rates in traditional courses. Success rates for DE courses at Cypress College have been slightly higher than the State average but have mirrored the general trend. The latest *Distance Education Report* reveals that the achievement gap between traditional courses and DE courses has decreased steadily over time. (*Distance Education Report*, 2017, p.23-24).

Figure 5. Success Rates between Distance Education and Traditional Face-to-Face Credit and Noncredit Courses 2005-16

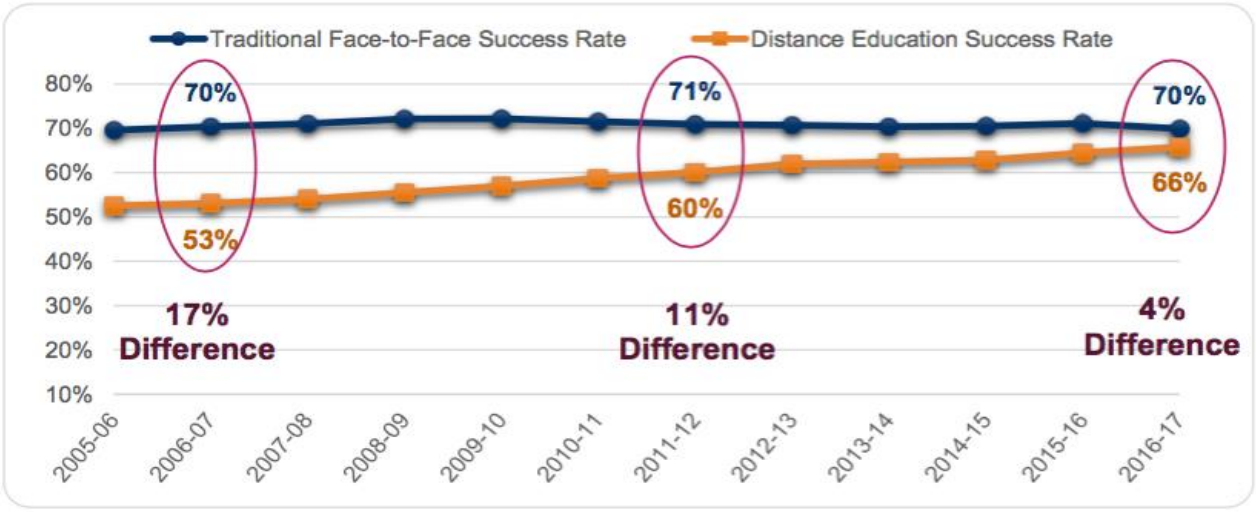


Figure 5, *Success Rates between Distance Education and Traditional Face-to-Face Credit and Noncredit Courses 2005-16*. Distance education success rates steadily increased year after year while traditional face-to-face success has plateaued in recent years. The gap for the success rate between traditional instruction and distance education instruction closed from 17 percent in 2006-07 to four percent in 2016-17. This is an indication of the improvement in distance education outcomes. The trend also indicates that distance education success is on track to match the success rates for traditional face-to-face instruction. (California State Chancellor's Office, *Distance Education Report*, 2017, p.23).

Similarly, Cypress College's student success data indicates that the gap between lecture courses (71.3%-71.2%) and online courses (68.5-67.3%) narrowed to 3-4% in 2017-2018. Historically, student success in partially online/hybrid courses has exceeded success in fully online courses. The data shows a 1-4% gap in success between traditional and

partially online courses from 2014-2017. However, in 2018, success in partially online courses exceeded success in lecture classes by more than 5%. The data reflects the State's findings that success in lecture classes (70%-71%) has remained consistent, while success for distance education fluctuates but has risen steadily. (Institutional Planning and Research, 2019, Table 6).

Table 6: Student Success by Modality, Fall 2015-Fall 2018

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
Lecture	34,944	70.4%	35,555	71.3%	33,814	70.8%	32,825	71.3%	32,319	71.2%
Online	3,355	64.4%	3,742	62.5%	4,084	63.3%	3,812	68.5%	4,079	67.3%
Hybrid	1,985	68.8%	2,242	66.1%	2,656	66.8%	3,727	67.7%	3,813	76.6%
Lab	3,219	74.9%	2,934	74.3%	2,720	83.5%	2,093	84.2%	2,351	82.9%
Other Types	123	83.7%	125	95.2%	113	87.6%	91	93.4%	71	97.2%
Average/Total	**43,626**	**70.2%**	**44,598**	**70.5%**	**43,387**	**70.7%**	**42,548**	**71.5%**	**42,633**	**72.0%**

The latest data from 2018-2019 shows that student success rates in distance education courses at Cypress College (72.2%) were slightly higher than statewide statistics (70.0%), and the success gap between DE courses and lecture courses (76.1%) was 3.9%. (Institutional Planning and Research, 2020, Table 7).

Table 7: Enrollment, Success and Retention 2018-2019

Cypress Courses Enrollment, Success Rates, and Retention Rates (Datamart)

	2018-2019 Totals/Averages		
Type of Courses	Enrolled	Success Rate	Retention Rate
Online/Hybrid Cypress	15,285	72.2 %	84.7 %
Lecture - Cypress	74,699	76.1 %	87.4 %
Total	**89,984**	**74.2 %**	**86.1 %**

Statewide Courses Enrollment, Success Rates, and Retention Rates (Datamart)

	2018-2019 Totals/Averages		
Type of Courses	Enrolled	Success Rate	Retention Rate
Online/Hybrid Statewide	1,609,848	70.0 %	85.0 %
Lecture -Statewide	6,523,509	76.4 %	89.2 %
Total	**8,133,357**	**73.2 %**	**87.1 %**

The most recent disaggregated student success data reflects some interesting trends. While certain ethnic subpopulations have achieved higher success rates in distance education courses historically, every ethnic group has improved over time, and the achievement gap has diminished over time (*Distance Education Report*, 2017). Cypress College data from Fall 2019 shows that the DE success rates for African-American students (60%) and Hispanic students (68%) was lower than the success rates for Asian (83%) and White (76%)

students. However, in the subpopulations listed, three of the seven groups (including Asian and Hispanic students) achieved higher success in distance education courses than they did in traditional classes. African-American students performed better in traditional courses (65.6%) than distance education courses (60%), but the success gap (5.6%) was not significantly higher than the overall success gap between traditional and distance education courses (4%). (Institutional Planning and Research, 2020, Table 8).

The Cypress College data aligns with the results of the State in that the distance education success rates for Black/African-American students "have consistently remained 20 percent behind the most successful students" (*Distance Education Report*, 2017, pg.27). However, it does not appear that the DE modality, specifically, is a barrier to student success.

Table 8: Student Success Disaggregated by Ethnicity, Fall 2019

	Online/Hybrid		Traditional		Overall	
	N	% Success	N	% Success	N	% Success
African-American	507	60.0%	1,563	65.6%	2,070	64.3%
Am. Indian/Alaska Nat.	47	72.3%	140	75.0%	187	74.3%
Asian	1,814	83.0%	6,803	80.3%	8,617	80.9%
Filipino	678	75.7%	2,524	76.5%	3,202	76.3%
Hispanic	4,239	68.2%	17,651	66.9%	21,890	67.2%
Pacific Islander	44	77.3%	246	67.9%	290	69.3%
White	1,362	76.2%	4,756	77.5%	6,118	77.2%
Not Reported	370	71.4%	1,361	75.1%	1,731	74.3%
Total	**9,061**	**72.7%**	**35,044**	**72.0%**	**44,105**	**72.1%**

Improved Student Retention

Retention of a student in a course is defined as completing the course and receiving an evaluative symbol or a "grade." For example, students completing the course by the end of a term and received an "A," "B," "C," "D" or "F" have been retained. However, when the student withdraws from a course, then they were not retained.

The latest data from 2018-2019 (above) shows that Cypress College's retention rates (84.7%) for distance education courses matched the statewide statistics for DE retention (85.0%), but the gap relative to retention in lecture courses (2.7%) was better than the statewide average (4.2%). (table 8)

Data from the State Chancellor's office indicates that the retention rates for both distance education courses and traditional courses have improved over time.

Figure 25. Distance Education Retention Rates Compared to Traditional Retention Rates 2005-2016

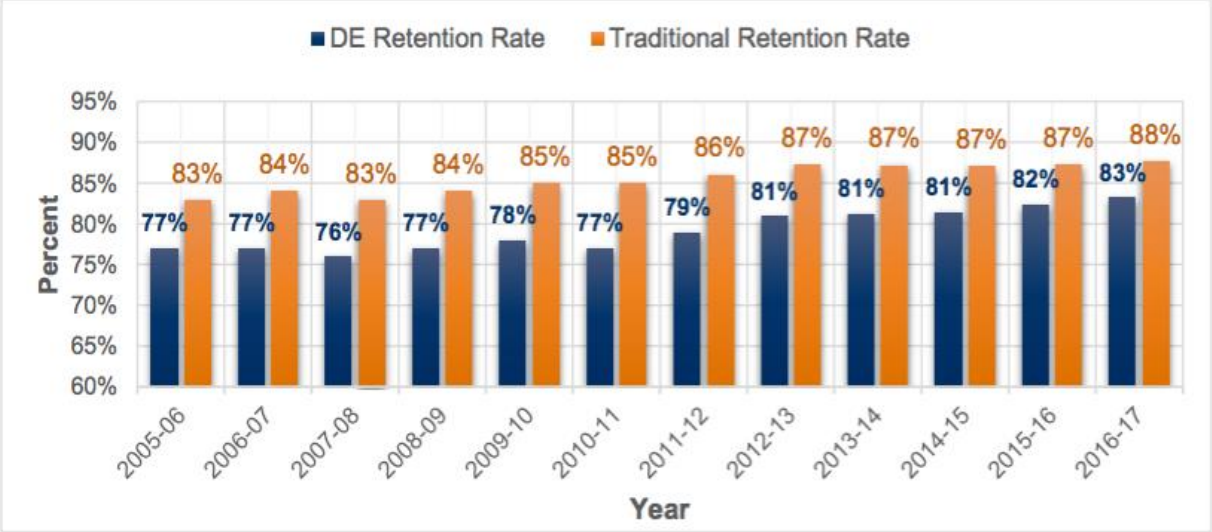


Figure 25: From 2005-06 to 2016-17, the overall improvement in retention rate increased by 5 percent for traditional education and 6 percent for distance education. There is an average retention gap between distance education and traditional instruction of 7 percent over the 11-year period. (*Distance Education Report*, 2017, p. 51)

Retention rates for distance education courses have risen steadily at Cypress College, and the retention gap between online and traditional courses has diminished substantially. Note that the State combines online and partially online or hybrid courses in its statistics for "DE retention." In 2018 the gap between lecture and fully online courses was less than 2% at Cypress, and retention in partially online courses (87%) exceeded retention in lecture courses (85.3%). Therefore, the average retention rate for partially online and fully online (85.35%) courses matched the retention rate for lecture courses in 2018. While these numbers are unusual, it supports the conclusions of the State Chancellor's Office that it is possible to eliminate the retention gap between traditional and online courses over time. (Institutional Planning and Research, 2020, Table 9).

Table 9: Student Retention by Modality, Fall 2014-Fall 2018

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Enrolled	Retention Rate	Enrolled	Retention Rate	Enrolled	Retention Rate	Enrolled	Retention Rate	Enrolled	Retention Rate
Lecture	34,944	85.1%	35,555	85.7%	33,814	85.5%	32,825	85.1%	32,319	85.3%
Online	3,355	79.3%	3,742	77.0%	4,084	79.0%	3,812	81.7%	4,079	83.5%
Hybrid	1,985	83.4%	2,242	81.4%	2,656	81.6%	3,727	80.8%	3,813	87.0%
Lab	3,219	80.4%	2,934	80.8%	2,720	89.1%	2,093	89.7%	2,351	90.3%
Other Types	123	84.6%	125	96.8%	113	92.9%	91	96.7%	71	97.2%
Average/Total	**43,626**	**84.2%**	**44,598**	**84.5%**	**43,387**	**84.9%**	**42,548**	**84.7%**	**42,633**	**85.5%**

Program Planning for Retention and Success

While the data shows that student success rates in traditional lecture courses remains slightly higher than in distance education courses at Cypress College and across the state, significant improvement has been made in recent years. The continued disparity can be attributed to a number of causes which are addressed in the Distance Education Plan objectives.

Withdrawal from courses, rather than a lack of success, appears to be one key issue in in the disparity of student performance found between traditional lecture and distance education courses. There are many reasons that retention remains a challenge for distance education, including student personal and professional issues and lack of access to student services: "...distance education students may tend to have more personal and professional obligations . . .which might cause them to drop the class at higher rates than others. In addition, many campuses cannot yet deliver the same quality of support services to online and offsite students as they do for students on–campus." (Steenhausen, et al., 2010, p. 12-13).

An ongoing program goal for 2020-2023 is to increase student access to support services online by integrating links to counseling, tutoring, and library services into the LMS. By joining the OEI-CVC consortium, the college may take advantage of the subsidies provided for these critical support services, which may enable the DE Program to expand support further for critical services such as proctoring.

The plan also includes objectives to promote student "persistence." Persistence refers to "'the ability of a student to complete online courses despite obstacles or adverse circumstances.'" (*Distance Education Report*, 2017, pg. 52). In "Factors Associated with Student Persistence in an Online Program of Study: A Review of the Literature," Carolyn Hart identifies factors contributing to student persistence which include "satisfaction with online learning," "a sense of belonging to a learning community," and "increased communication with the instructor." Research has demonstrated that "the relationship between the faculty member and the student is a primary factor in improving retention and the success of the student" in distance education courses (pg. 53). Regular and substantive interaction (RSI) (between students and with the instructor) contributes to student satisfaction with online learning and is critical for persistence. This is supported by the results of the Cypress College "Student Satisfaction Survey" (2017). Students expressed that regular and substantive interaction in online courses is a critical component to learning and student satisfaction. Students value timely feedback, instructor responsiveness, and student-student interactions in discussions.

Reports from the State Chancellor's Office, the ITC, and Educause also emphasize the importance of faculty training and quality course design to student success and retention. The *Distance Education Report* concludes that the training of faculty and quality design of courses are key to improving student success rates and closing the equity gap in distance education courses (p. 5-6). Similarly, the *ITC 2019 Annual Survey* outlines the emerging

practices for improving persistence and completion rates for distance education students, which include the implementation of course design standards and provision of enhanced faculty training (Lokken, pg. 31).

The Educause Horizon Report stresses the importance of instructional design to all learning modalities and suggests that educators must "rethink the practice of teaching." The report cites the need for student-centered course design which promotes engagement:

> The redesign of courses and programs to take advantage of digital tools enables instructors to evaluate their teaching practices and use student-centered approaches to facilitate learning. Professional development supporting the use of digital tools has evolved into collaborations with instructional design teams and other professionals in the learning science field, accelerating the application of new teaching practices. **Without sufficient access to sustained support and the tools and resources essential in the design of a student-centered environment, instructors are challenged to create these experiences on their own** (emphasis mine, pg. 19).

The Report also reflects on the importance of instructional design for accessibility and student equity: "Knowledge of learning design includes design-thinking approaches to course content and engaging activities, as well as applying principles of universal design to develop content in multiple modalities to ensure access for all students" (pg. 15).

With the rapid growth in distance education enrollments and the expansion of support to faculty for web-enhancing, the Distance Education Committee feels that it is time to restore the instructional design support that was lost in 2013 when the Title 5 grant expired. This support is critical to the goals of increasing success and retention rates in all modalities and for maintaining 508 accessibility compliance. The Cypress College *Annual Program Review Report* for 2018-19 supports the conclusions of the DE Committee—citing the need for accessibility support and training for distance education and face-to-face instruction. The report notes that while the "duties, responsibilities, and scope of the work" of the Distance Education Program has increased dramatically, the support that was promised in 2016 has not materialized: "The IPRC strongly asks the college to make good on its promise of support" (pg.7).

In order to improve student success and retention, the Distance Education Committee approved the following goals:

- Adopt the OEI course quality rubric;
- revise Online Teacher Training to include a greater emphasis on tools and content promoting Regular and Substantive Interaction (RSI) and student engagement;
- provide face-to-face support for training, accessibility, and course development;
- join the OEI Consortium to take advantage of subsidized student support services and training offered by @One;
- promote quality course design by establishing a Peer Online Course Review (POCOR) program;

- promote equity-minded practices such as the development of courses with Open Educational Resources (OER);
- work with campus-wide groups including Student Services deans and departments, Academic Computing, and Staff Development to improve distance education students access to student services;
- communicate best practices for improvement in distance education success and retention through workshops, training, and dissemination of materials;
- develop, promote, and subsidize professional development opportunities for distance education faculty;
- update the distance education faculty handbook;
- establish a policy for regular and substantive interaction (RSI);
- hire an instructional designer to assist faculty with course design and accessibility.

Cypress College Support for Distance Education

The Distance Education Program requires technical stability, personnel, and assurance of yearly funding to remain effective. Distance education delivery infrastructure stability is minimally contingent upon appropriate funding allocation, assignment of sufficient personnel to manage the program and the technological infrastructure, stable course management system access and server storage space, and continual on-call monitoring of all technical systems related to online program delivery.

Budget

Independent budget unit designation is necessary for the Distance Education Program to guarantee program quality. Full independent budget unit designation will afford the program permanent funding, as opposed to the blend of line item and one-time funding upon which much of the program currently relies.

- **Line-Item Designation**: The DE Coordinator position and the special projects manager position have been given a line-item designation in the general fund budget. These positions require only the expenditure of adjunct replacement costs, as faculty members on release time staff the DE Faculty position.
- **One Time Priority Funding**: The priority one-time funding process provides monies for a Distance Learning Assistant, supplies, conference and travel, equipment, and the course management system licensing/hosting and BannerTM integration. DE also utilizes Lotto monies. A regular line item for some of these would be useful for ongoing expenses.

Staffing

Cypress College provides the following staff for Distance Education:

- **Administrative Support**: A Distance Education Dean is assigned to oversee the program.

- **Program Staffing**: A part-time Distance Education Coordinator (60%), a full-time, temporary Special Projects Manager, and a full time Distance Learning Assistant staff the program.

Distance Education and Academic Senate

The Education Code recognizes the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (California Code of Regulations Title 5. Education Division 6. California Community Colleges Chapter 4. Employees Subchapter 2. Certificated Positions Article 2. Academic Senates § 53200. Definitions. 5 CA ADC § 53200, 2009). California Code of Regulations Title 5 further defines these areas to include "...curriculum, ... standards or policies regarding student preparation and success, ... policies for faculty professional development activities, ... (and) processes for program review." This Distance Education Plan recognizes the role of the Academic Senate in these areas; the DEC works with the Academic Senate to ensure that goals, objectives, and final outcomes in these matters receive the Senate's approval.

Distance Education and NOCCCD District Information Services

The NOCCCD Information Services (IS) works with Distance Education at Cypress College on the automatic course management system enrollments (Snapshot).

SnapshotTM

SnapshotTM is a process that extracts data from the District Banner system to enable the automatic enrollment of faculty and students for Cypress College Distance Education course sites. A member of the District Information Services staff is responsible for maintaining, revising, and updating the District's production program (PROD), which creates data files using Banner information. Those files are posted on a District FTP server and read by the Snapshot program several times daily. The Distance Education Project Manager works directly with the IS staff member on security procedures and to monitor, diagnose, and troubleshoot Banner integration errors.

Mission & Program Outcomes

The Cypress College Distance Education Program is committed to working with the Curriculum Committee, Academic Senate, the Program Review Committee, Academic Computing, administration, and others to promote student learning and success at a distance, and to serve the distance education needs of our diverse student body by providing high–quality student services and support through a variety of delivery methods.

Program Level Outcomes

The Distance Education program level-learning outcomes address student technical competency and academic support awareness:

1. Distance Education students will use the basic features of the Cypress College LMS at a proficiency level sufficient to access course materials and complete course assignments and assessments.
2. Distance Education students will be aware of student academic and support services as a result of direct access to links to those services available on Cypress College LMS course sites or the Distance Education web site.

A Note on Course Level Student Learning Outcomes (CSLOs)

Cypress College instructional programs incorporate student learning outcomes into each course during the curriculum approval process. Distance Education course CSLO assessment occurs as part of a Cypress College department's established course level CSLO assessment process. The process of instructional assessment is not part of the Distance Education program review or this plan.

Program Review

Measuring the effectiveness of an institution's delivery methods and evaluating student learning is essential to student success. Understanding what is working and why it is working is just as important as understanding what is not working and why it is not working. The Distance Education Program accomplishes this through the Cypress College Program Review process.

Results of the student and faculty surveys conducted in 2016-17 are cited throughout this plan, and they form the basis of the goals and objectives outlined in the next section. Program review has been deferred as a result of the LMS transition and reorganization of DE program personnel. The OEI has partnered with ACCJC to develop an evaluation instrument to assist colleges to in the process of program review. The "OEI Program Quality Rubric" will be made available to colleges 2020-21 when the Distance Education Program is scheduled to undergo a formal Program Review.

Program Goals & Objectives

Distance Education goals and objectives direct the program's development and improvement process. The DE Program is committed to offering only those new products and services that can be fully supported and funded with the technical, financial, and staffing resources available.

Goal 1: Program Quality

Maintain a quality program through continual program improvement based on the evaluation of policies, procedures, and practices.

1. *Objective*: In lieu of the "advisory group" model, establish an official "Distance Education Committee" with representatives appointed from all campus divisions, Disability Support Services, and Instructional Technology.

    1.1. Person(s) responsible: DE Coordinator, DE Dean, Academic Senate

    1.2. Timeframe: Fall 2017

    1.3. Additional Fiscal resources needed: None

2. *Objective:* Adopt the Canvas LMS in order to take advantage of subsidies and ecosystem support provided by the Online Education Initiative.

    2.1. Person(s) responsible: DE Dean, DE Coordinator, DE Faculty, the Academic Senate

    2.2. Timeframe: 2017/18

    2.3. Additional Fiscal resources needed: None

3. *Objective:* Establish a permanent source of funding for the Distance Education Program.

    3.1. Person(s) responsible: DE Dean

    3.2. Timeframe: 2018

    3.3. Additional Fiscal resources needed: None

4. *Objective:* Reorganize the infrastructure of the Distance Education Program to optimize support and to accommodate growth in online and web-enhanced courses:
    4.1. Action item 1: Reclassify the Administrative Assistant I to Distance Learning Assistant.

        4.1.1. Person(s) responsible: DE Team

        4.1.2. Timeframe: Fall 2019

        4.1.3. Additional Fiscal resources needed: None

    4.2. Action item 2: Establish the Distance Education Project Manager as a permanent, full-time position.

        4.2.1. Person(s) responsible: DE Team

        4.2.2. Timeframe: Important until filled

4.2.3. Additional Fiscal resources needed: Position description approved through district and HR, campus funded designation and allocation.

4.3. Action item 3: Reassess duties/compensation of the Distance Education Coordinator in consideration of growing areas of responsibility.

4.3.1. Person(s) responsible: DE Team, DE Committee, Academic

Senate 4.3.2. Timeframe: Ongoing

4.3.3. Additional Fiscal resources needed: None

4.4. Action item 4: Hire an instructional designer to assist faculty in course development and accessibility compliance.

4.4.1. Person(s) responsible: DE Team, DE Committee, DSS

4.4.2. Timeframe: 2020-2023

4.4.3. Additional Fiscal resources needed: Position description approved through district and HR, campus funded designation and allocation.

5. *Objective:* Explore proctoring options for courses offered "Fully Online" and "Online with Flexible In-Person Examinations." Options include adopting proctoring software such as Proctorio and/or joining a proctoring network**.**

5.1. Person(s) responsible: DE Coordinator, DE Committee, Curriculum Committee, DE Faculty

5.2. Timeframe: 2020-2023

5.3. Additional Fiscal resources needed: TBD

Goal 2: Academic Quality

Provide quality coursework through continual evaluation and improvement of courses and programs; identify and implement strategies to improve student success and retention in Distance Education.

1. *Objective:* Support distance education academic quality by adopting the OEI (Online Education Initiative) Course Quality Rubric.

1.1. Person(s) responsible: DE Coordinator, DE Committee, Curriculum Committee, the Academic Senate

1.2. Timeframe: Fall 2018

1.3. Additional Fiscal resources needed: None

2. *Objective:* Establish a policy for regular and substantive interaction (RSI).

   2.1. Person(s) responsible: Sarah Coburn, DE Coordinator, DE Committee

   2.2. Timeframe: Fall 2020

   2.3. Additional Fiscal resources needed: None

3. *Objective:* Create an OER faculty resource site to promote equity-minded practices and the development of courses with Open Educational Resources (OER).

   3.1. Person(s) responsible: Distance Education Team, Distance Education Faculty

   3.2. Timeframe: Spring 2021

   3.3. Additional Fiscal resources needed: None

4. *Objective:* Support Guided Pathways and Student Equity initiatives by promoting the development of online degrees and certificates.

   4.1. Person(s) responsible: DE Committee, DE Team, DE Faculty

   4.2. Timeframe: 2020-2023

   4.3. Additional Fiscal resources needed: None

5. *Objective:* Join the OEI Consortium in order to take advantage of subsidized support services, applications, and training offered by @One.

   5.1. Person(s) responsible: DE Team, DE Committee, Academic Senate, Academic Computing, Financial Aid

   5.2. Timeframe: 2020-2023

   5.3. Additional Fiscal resources needed: TBD

6. *Objective:* Promote quality course design by establishing a Peer Online Course Review (POCR) program and apply to become a "Certified POCR Campus" so that our campus-based POCR program is recognized by CVC-OEI.

   6.1. Person(s) responsible: DE Coordinator, DE Committee, DE Faculty

   6.2. Timeframe: 2020-2023

   6.3. Additional Fiscal resources needed: TBD

Goal 3: Student Support & Services

Provide the support and services necessary to students for successful distance learning. This goal includes objectives that ensure student access to existing college services as well as services designed to meet the special needs of distance education students.

1. *Objective*: Work with campus-wide groups including Student Services deans and departments, Academic Computing, and Staff Development to improve Distance Education student access to student services.

    1.1. Person(s) responsible: DE Coordinator, DE Dean, DE Committee

    1.2. Timeframe: 2020-2023

    1.3. Additional Fiscal resources needed: Unknown

Goal 4: Faculty Support & Services

Provide the support and services necessary to faculty for successful distance instruction.

1. *Objective*: Update the Distance Education Faculty handbook.

    1.1. Person(s) responsible: Distance Learning Assistant, DE Coordinator

    1.2. Timeframe: Spring 2020

    1.3. Additional Fiscal resources needed: None

2. *Objective:* Establish a policy that would grant faculty Online Teacher Training equivalency if they have been trained and have taught online at other institutions.

    2.1. Person(s) responsible: Eric Bladh, DE Committee

    2.2. Timeframe: Spring 2020

    2.3. Additional Fiscal resources needed: None

3. *Objective:* Expand technical support for distance education faculty by offering face-to-face assistance in an “open lab” format and 24/7 Canvas user support.

    3.1. Person(s) responsible: DE Coordinator, DE Manager, DE Dean

    3.2. Timeframe: Ongoing

    3.3. Additional Fiscal resources needed: None (Canvas 24/7 support is currently funded by the CVC)

Goal 5: Faculty Training

Provide access to the training necessary to faculty for successful distance instruction. This goal includes objectives that support the professional development of faculty through the Online Teacher Training course and ongoing training in distance education instructional technology and pedagogy.

1. *Objective*: Revise web-enhanced training for the Canvas LMS and provide a stipend to faculty for successfully completing the training.

    1.1. Person(s) responsible: DE Coordinator, DE Project Manager

    1.2. Timeframe: 2018

    1.3. Additional Fiscal resources needed: None

2. *Objective*: Create a five-week version of the Online Teacher Training course for Canvas which reflects updates in State guidelines, technology, and pedagogy.

    2.1. Person(s) responsible: DE Coordinator, DE Project Manager

    2.2. Timeframe: Fall 2018

    2.3. Additional Fiscal resources needed: None

3. *Objective*: Communicate best practices for improvement in distance education success and retention through workshops, training, and dissemination of materials.

    3.1. Person(s) responsible: DE Coordinator, DE Project Manager

    3.2. Timeframe: 2017-2023

    3.3. Additional Fiscal resources needed: None

4. *Objective*: Develop and promote professional development opportunities for distance education faculty.

    4.1. Person(s) responsible: DE Coordinator, DE Project Manager, Professional Development

    4.2. Timeframe: 2017-2023

    4.3. Additional Fiscal resources needed: None

5. *Objective:* Offer open labs to provide assistance with training, accessibility support, and course development.

    5.1. Person(s) responsible: DE Coordinator, DE Project Manager

5.2. Timeframe: 2017-2023 (ongoing)

5.3. Additional Fiscal resources needed: None

Goal 6: Legal Compliance

Continually monitor and revise program requirements to meet state and federal laws and guidelines that apply to distance education in California higher education.

1. *Objective*: Establish a separate curriculum review process and Distance Education Addendum for the approval of courses offered fully or partially online.

   1.1. Person(s) responsible: DE Coordinator, Curriculum Committee

   1.2. Timeframe: Spring 2018

   1.3. Additional Fiscal resources needed: None

2. *Objective*: Identify and adopt LMS applications such as Ally and Turnitin.com to support accessibility compliance and academic integrity.

   2.1. Person(s) responsible: DE Coordinator, DE Dean, DE Committee

   2.2. Timeframe: 2017-18

   2.3. Additional Fiscal resources needed: College will supply the needed fiscal support for appropriate software that facilitates this need.

3. *Objective*: Mandate use of supported LMS for all hybrid and online courses to ensure college compliance with authentication standards.

   3.1. Person(s) responsible: DE Coordinator, Curriculum Committee

   3.2. Timeframe: Fall 2017

   3.3. Additional Fiscal resources needed: None

4. *Objective*: Update the definitions of the types of courses supported by the Distance Education Program in accordance with state guidelines.

   4.1. Person(s) responsible: DE Coordinator, DE Dean

   4.2. Timeframe: Fall 2019

   4.3. Additional Fiscal resources needed: None

5. *Objective*: Offer face-to-face support and workshops to assist faculty in creating accessible course content.

5.1. Person(s) responsible: DE Coordinator, DE Manager

5.2. Timeframe: 2017-2023

5.3. Additional Fiscal resources needed: None

6. *Objective*: Work with the Curriculum Committee to develop a Last Date of Attendance policy with guidelines for instructors.

   6.1. Person(s) responsible: DE Coordinator, DE Committee, Curriculum Committee

   6.2. Timeframe: 2021

   6.3. Additional Fiscal resources needed: None

7. *Objective*: Update attendance policy in the College catalog to reflect changes in federal regulations.

   7.1. Person(s) responsible: DE Coordinator, DE Dean

   7.2. Timeframe: 2021

   7.3. Additional Fiscal resources needed: None

DE Plan Implementation Timeline

Closing Dates for Objectives with Persons Responsible

Table Key

X	Projected closing date
	Objective accomplished
	Objective ongoing
	Closing date contingent, TBD

Goal 1: Program Quality

Objective	Persons Responsible	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21	F 21	S 22	F 22	S 23
1	DEC DE Dean AS	X											

2	DEC, AS DE Dean DE Faculty		X										
3	DE Dean		X										
4.1	DE Team					X							
4.2	DE Team												
4.3	DE Comm AS												
4.4	DE Team DEC DSS												
5	DE Comm DEC, CC DE Faculty						X						

Goal 2: Academic Quality

Objective	Persons Responsible	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21	F 21	S 22	F 22	S 23
1	DEC DE Comm CC, AS			X									
2	DE COMM DEC, AS							X					
3	DE Team DE Faculty								X				
4	DE Comm DE Team DE Faculty												
5	DE Team DE Comm Campus												

6	DEC DE Comm DE Faculty												

Goal 3: Student Support & Services

Objective	Persons Responsible	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21	F 21	S 22	F 22	S 23
1	DEC, AC Deans DE Comm												

Goal 4: Faculty Support and Services

Objective	Persons Responsible	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21	F 21	S 22	F 22	S 23
1	DE Admin DEC						X						
2	DE Comm						X						
3	DEC DEPM DE Dean	X											

Goal 5: Faculty Training

Objective	Persons Responsible	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21	F 21	S 22	F 22	S 23
1	DEC DEPM		X										
2	DEC DEPM			X									
3	DEC DEPM												

4	DEC DEPM PD												
5	DEC DEPM												

Goal 6: Legal Compliance

Objective	Persons Responsible	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21	F 21	S 22	F 22	S 23
1	DEC, CC		X										
2	DEC, Comm DEPM DE Dean			X									
3	DEC, CC	X											
4	DEC DE Dean					X							
5	DEC DEPM												
6	DEC, CC Comm									X			
7	DEC DE Dean									X			

Distance Education Guidelines

This section describes the Federal, California State, NOCCCD policies, and Cypress College guidelines that pertain to the Distance Education Program. The following course guidelines ensure that the qualities of academic rigor that apply to traditional in-person courses also apply to distance education courses.

Accessibility

California community colleges are required by state and federal law to ensure that distance education course management systems, course sites, and course materials are accessible to all users. Cypress College also has a moral commitment to provide access to all instructional and support materials to all users, including users with disabilities.

Therefore, all Cypress College Distance Education delivery systems and content must be accessible to all users in accordance with the California Community Colleges System Office Distance Education Guidelines (Chancellor's Office, 2008) accessibility guidelines and specifically in keeping with the Chancellor's Office California Community Colleges Distance Education Accessibility Guidelines for Students with Disabilities (Distance Education Accessibility Guidelines Task Force, 2011).

Syllabus Requirement for Accessibility: A distance education statement should appear in each course syllabus, which informs students with disabilities of available DSS and instructor support; for example: "Students who anticipate a need for formal, disability-related accommodations to be successful in this distance education course should contact the instructor to discuss ways to ensure full participation in the course and to plan how best to coordinate any necessary accommodations. Students requesting accommodations should meet with their DSPS counselor as soon as possible to coordinate services with the instructor."

Copyright

Copyright is a form of intellectual property protection that gives a copyright holder legal rights over the use, sale, reproduction, distribution, display, or creation of derivatives of a given original work. Copyright infringement refers to violation of these rights. Distance Education faculty, staff, and students must abide by United States copyright law and protect against copyright infringement.

In accordance with District policy, Administrative Procedure 3750 (AP 3750) Use of Copyrighted Material, NOCCCD employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the "fair use" doctrine (NOCCCD, 2004).

Syllabus Requirement for Copyright: A distance education copyright notice should appear in each course syllabus, which states: "Any copyrighted materials used in this class are used for distance education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course, for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials."

Course Guidelines

All Distance Education Program courses must be approved by the Cypress College Curriculum committee and include required distance education information and effective contact strategies among other required information.

Course Approval & Curriculum

Course approval and curriculum is the responsibility of the Cypress College Curriculum Committee. Distance Education courses are specifically reviewed and approved for distance education delivery by the Curriculum Committee with input from the Distance Education Coordinator.

The California Community Colleges Distance Education Guidelines state that "If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

b) Requirements of the Americans with Disabilities Act (42 U.S.C Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. Section 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures."

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

Regular and Substantive Contact

Regular effective contact initiated by the instructor is essential for student success in a Distance Education course. Title 5 Education Code states that, "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, 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." (Title V, Section 55204) The Accrediting Commission for Community and Junior Colleges specifically defines contact as, ". . .regular and substantive interaction between the students and instructor . . ." (ACCJC, p. 2).

This requirement for regular instructor contact with students is also affirmed in NOCCCD Administrative Procedures 4105 article 3.1.3, which states that, "Each section of the course that is delivered through distance education will include regular effective contact between instructor and students" (NOCCCD, 2016).

Distance Education is defined by regular and substantive contact. One way distance education differs from correspondence learning is in the type of interaction that takes place in a course. In a correspondence course, the primary student interaction is with the course material and the "interaction between the instructor and the student is limited, is not

regular and substantive, and is primarily initiated by the student" (ACCJC, p.2). Correspondence courses are, by definition, not distance education.

Regular substantive interaction between students and the instructor affects distance education student authentication, College accreditation, and student financial aid, and consequently must be demonstrable and documented. According to the ACCJC:

> "Effective practice is required at the course level: USDE [US Department of Education] audits can include examination of syllabi, student and faculty interviews, and usage patterns on the Learning Management system by faculty and students. Courses which largely consist of written work completed and submitted by students and graded by instructors, and/or completion of tests, will fit the definition of correspondence education rather than distance education" (ACCJC, 2012).

For a course to meet ACCJC guidelines for quality distance education, and not be designated as correspondence education, it should include instructor-initiated contact information in the syllabus, regular substantive interaction activities between students and the instructor as part of the final student grade, and demonstrable activity or records of regular interaction between students and the instructor in the course management system.

Instructor Initiated Regular Substantive Contact Practices

In a distance education environment substantive contact refers to communication and interaction with a person, and not to student interaction with course materials or multimedia content. **Regular substantive contact means that an instructor must regularly initiate interaction with a student to determine progress and active engagement in the course.**

Accepted practices for regular and substantive contact between instructors and students include both the type and the frequency of contact.

1. **Type of Contact**: "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, 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." (California Education Code Section 55204).
2. **Frequency of Contact**: The standards that apply to traditional in-person courses also apply to distance education courses. The frequency of instructor- initiated contact should therefore be equivalent to a traditional non-Distance Education course.

Syllabus Requirement for Instructor Initiated Contact: A distance education instructor-initiated contact statement should appear in each course syllabus describing the frequency and timeliness of instructor-initiated contact and instructor feedback. The following example should be customized to match the official course outline, individual faculty

preferences, and existing syllabus information regarding contact hours specifying expectations for responsiveness and availability.

"During the course of each week I will contact you regularly just to keep in touch, but also to verify your progress, participation, and performance. Our contact will be in the form of a combination of the following or other similar activities:

- Announcements
- Group or individual meetings
- Orientation and review sessions
- Supplemental seminar or study sessions
- Field trips
- Library workshops
- Telephone contact
- Voice mail
- Email
- Feedback on your coursework
- CCC Confer meetings
- Video conferences"

Course Quality Evaluation & Assessment

The same standards of quality, currency, and assessment of student learning outcomes that apply to traditional in-person courses also apply to distance education courses.

The California Community Colleges Distance Education Guidelines for Course Quality Standards state that, "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 . . . .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. . ." (Section 55202, p. 6).

According to NOCCCD Administrative Procedures 4105 articles 2.1.1 and 2.1.2, "The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses." And "Determinations and judgments about the quality of the distance education course were made with the full involvement of the academic deans and curriculum committees." (NOCCCD Board Policies and Administrative Procedures, Web version Spring 2020).

Currency of Materials and Courses

Individual Distance Education faculty members are responsible for the currency and overall quality of the distance education courses they teach. It is expected that faculty will design, review, and revise course content as needed to ensure that distance education courses remain accurate, up to date, and consistent with accepted discipline standards and distance education instructional strategies.

Last Date of Attendance

The last date of academic attendance, commonly known as the Last Day of Attendance (LDA), is the date the College uses to determine the necessity and/or the amount of financial aid that must be returned to the Department of Education due to student withdrawal. The Department of Education (DOE) specifically requires "...using a last date of attendance at an academically-related activity as a withdrawal date, it is up to the institution to ensure that accurate records are kept for purposes of identifying a student's last date of academic attendance or last date of attendance at an academically-related activity" (DOE, 66898).

For Distance Education purposes the last login into a course management system is not accepted as the last day of attendance. Instead, the Department of Education refers to *academic engagement* as the activity-based standard for determining the last date of attendance. There is as yet no consensus within the California Community Colleges on how to handle attendance verification for financial aid purposes in an online environment, however regulations include the following guidance:

> ''Academic attendance'' and ''attendance at an academically-related activity'' include, but are not limited to:
>
> 1. Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
> 2. Submitting an academic assignment;
> 3. Taking an exam, an interactive tutorial, or computer-assisted instruction;
> 4. Attending a study group that is assigned by the institution;
> 5. Participating in an online discussion about academic matters; and
> 6. Initiating contact with a faculty member to ask a question about the academic subject studied in the course; (DOE, 66952)

Activities where students may be present but exhibit no evidence of academic engagement are excluded from determining Last Day of Attendance, for example, "(3) Logging into an online class without active participation; or (4) Participating in academic counseling or advisement" (DOE, 66952).

Last Day of Attendance Documentation

In case of audit, it is required that faculty members routinely record student withdrawals with some form of documentation of the last date a student was academically engaged in the course. This documentation should be stored with grades and other official course records for the College required two-year length of time (Cypress College Catalog, 2019-2020, Grade Change).

Last Day of Attendance in the Course Syllabus

According to Cypress College policy, attendance-based drops are prompted by inactivity in the course and lack of contact:

In the case where a class is taught entirely online, instructors may drop students who have not been in contact with the instructor by the end of the first day of classes for that semester or short-term session.

Absences are handled as follows:

> A student will be considered "absent" when there is no evidence of participation in an academically-related activity for the course for more than one week or if the student accumulates a consecutive or non-consecutive lack of academically-related activities of more than a week that is more than the number of times the class meets per week. For example, in a three-unit online class that would typically meet on campus three hours a week, one week's worth of missed academically-related assignment(s) or activity(ies) could be grounds for dismissal. A student who has not submitted assignments or participated in an academically-related activity for one week may be dropped from the course. It is the responsibility of the instructor to define grounds for dismissal in the Distance Education course syllabus. (*Cypress College Catalog*, 2019-2020)

Syllabus Requirement for Attendance: A Distance Education attendance statement, in accordance with the College's attendance policy and Department of Education regulations, should appear in each course syllabus specifying how absences are managed. The following example should be customized to match the course delivery method and the official course outline.

> Absences in a Distance Education course are accounted for by monitoring academic attendance or attendance at an academically-related activity. A student will be considered to be "present" in a course if there is evidence of weekly participation in an academically-related activity including, but not limited to, physically attending in-person sessions of a hybrid course, submitting an academic assignment, taking an exam, substantively participating in a course online discussion, study group, or other synchronous or asynchronous activity, or by initiating contact with the instructor in matters related to the course. (*Cypress College Catalog,* 2019-2020)

You will be considered "absent" if is there is no evidence of your participation in an academically-related activity for this course for more than one week or if you accumulate a consecutive or nonconsecutive lack of academically-related activity of more than a week, that is more than the number of times the class meets per week.

For example, in a three-unit online class that would typically meet on campus three hours a week, one week's worth of missed academically-related assignment(s) or activity(ies) would be grounds for dismissal. If you have not submitted assignments or participated in an academically-related activity for one week, you may be dropped from the course."

Course Orientation

Instructors are responsible for providing a course orientation to prepare students to access their course materials, complete course assignments and assessments, and be successful in the class. The Distance Education Program provides a Canvas student orientation in support of this requirement. The Canvas orientation serves as an introduction to basic LMS functionality, which is only one important component of a comprehensive course orientation.

Evaluation of Faculty

The DE Coordinator has facilitated the evaluation of faculty teaching online since the DE Program's inception. When the practice was established, few faculty were being evaluated online. As the number of DE-trained faculty and DE course offerings has grown, so have the requests for online evaluations, and as a consequence, the tasks associated with this responsibility have consumed the DE Coordinator's time disproportionately. The DE Committee has considered the issue and agrees that the practice is not sustainable, nor does it provide the confidentiality which is expected for contractually-mandated performance reviews. Therefore, the DE Committee supports the adoption of an evaluation application (such as CourseEval HQ) that is designed to meet this institutional need.

Classroom/Worksite Observations:

Evaluators are given access to the instructor's course site for the purpose of evaluating an asynchronous "lesson." The instructor maintains control over access to the course site. This process emulates the steps followed with an in-person class when the evaluator attends a specific class meeting selected by the instructor.

While there is no unique contract language for the evaluation of distance education courses, both the Adjunct Faculty United (Article 15) and the United Faculty (Article 22) contract include the following language for "Distance Education" which may have a bearing upon evaluation procedures and standards: "Unit Members assigned distance education courses shall adhere to District and/or campus standards, format and procedures applicable to distance education courses." Currently, the evaluation instrument for contractually-mandated performance reviews is the same for online and face-to-face courses, and it does not directly address the compliance standards unique to distance education courses.

The DE Committee urges the United Faculty and Academic Senate to establish evaluation practices which consider the unique nature of asynchronous online instruction and to adapt the evaluation instrument for performance reviews to include standards more directly aligned with the OEI Course Quality Rubric, the approved evaluation instrument for online courses at Cypress College.

Student Evaluation Survey:

In an asynchronous online course, students are required to participate in each lesson, but typically, they have a full week to submit assignments. Therefore, students are given access to the student survey for the duration of an online lesson.

In an asynchronous online course, students are required to participate in each lesson, but typically, they have a full week to submit assignments. Therefore, for online course evaluations, students are given access to the student survey for one week or the duration of an online lesson.

The process outlined in the United Faculty and Adjunct Faculty United contracts for administering and collecting student surveys in traditional classes varies. However, the current United Faculty contract includes specific language for distance education courses:

Probationary and Tenured Faculty:

"The administration of student evaluations for online/hybrid classes taught by the Unit Member shall be in accordance with established campus standards for the conduct of online-hybrid classes." (Article 17 and 18)

Adjunct Faculty:

There is no language detailing processes for administering student evaluations for online courses in the Adjunct Faculty United contract: "At least fourteen (14) calendar days in advance, the Immediate Management Supervisor or designee will provide the Unit Member with notification of the dates, classes or other circumstances during which student evaluations will be administered." (Article 9)

Currently, the student survey is the same for online and face-to-face courses. The DE Committee urges the United Faculty and Academic Senate to adapt the student survey for online course evaluations to include questions pertinent to DE pedagogy.

Electronic Mail

Email is an official method of communication for Cypress College Distance Education. Distance Education faculty and staff can expect to receive important program communication via the campus provided email system. Distance Education faculty and staff email is advertised on the campus website to facilitate communication with students. For these reasons, it is strongly recommended that faculty use a Cypress College email account (@cypresscollege.edu) as the primary account for distance education course communication.

Student Authentication & Fraud Prevention

North Orange County Community College District AP 4105 includes a federal student authentication requirement for Distance Education courses. In accordance with the Higher

Education Opportunity Act of 2008, student authentication in Distance Education courses helps to assure academic integrity and also to prevent financial aid fraud targeted at online education (NOCCCD, 2016).

Student authentication specifically requires that, "...institutions of higher education offering distance education programs have a process by which the institution of higher education establishes that a student registered for a distance education course is the same student that participates in, completes, and receives credit for the course." (110th Congress, 2008, Part H Program Integrity, Section 496) Thus, concerns regarding authentication impact student identification at various times during the semester, including "...verifying the identity of students throughout the cycle of an online course: registration, participation, assessment, academic credit" (California State Chancellor's Office, 2011).

There are currently three accepted approaches to authentication:

- Secure credentialing/login and password
- Proctoring
- Technology authentication systems

Cypress College Distance Education requires the current standard for authentication: all distance education course work must be accomplished through a secure course management system with unique usernames and passwords used each time a student engages in online coursework. Course design and facilitation strategies to assure authentication and accountability are included in the Authentication and Fraud Prevention section of the Cypress College Distance Education Faculty Handbook.

Syllabus Requirement for Authentication: A distance education student authentication statement should appear in each course syllabus, which states for example: "By enrolling in a distance education course you agree that you are the person accessing and completing the work for this course and will not share your LMS username and password with others."

Syllabus Requirements

A comprehensive syllabus communicates the purpose of the course, course expectations, and opportunities for academic support. An effective syllabus also helps prepare students for a successful semester. Distance Education syllabus requirements include specific information necessary for a student to be successful in a distance education course as well as information necessary to comply with state and federal guidelines and regulations.

Training

Distance education faculty training provides formal opportunities for basic skills acquisition, advanced professional development, community building, and peer-based support.

Distance Education Online Teacher Training

The Online Teacher Training course is required of full-time and adjunct faculty to qualify to teach a distance education course for Cypress College. Online Teacher Training is designed for faculty members to attain the basic skills necessary to succeed as a distance education instructor. This course is equivalent to a three-unit college class. Equivalent credit on the salary schedule is available through NOCCCD Human Resources (HR), when requested following the established HR procedures.

Online Teacher Training Learning Outcomes

1. Navigate and use the Canvas course management system to successfully access and complete assignments as a student.
2. Build a course site with functional basic course features and use the LMS at a minimum acceptable proficiency level sufficient to deliver instruction, course materials, course assignments, and assessments following effective online teaching, accessibility and usability, copyright guidelines, and college and district policies.
3. Demonstrate readiness for teaching at a distance by creating a quality course site, and three learning units based on established principles for distance teaching and learning.

Ongoing Professional Development

Faculty members are expected to periodically update distance education technical skills and mastery of learning strategies. Ongoing professional development for experienced Distance Education instructors includes opportunities to expand on basic technical skills, gain information about new developments in distance education, attend workshops on accessible instructional materials creation, and collaborate with colleagues. The aim of this ongoing professional development is to build on the Cypress College culture of collegiality by fostering a DE faculty support system while providing opportunities for skill building, communication, and collaboration.

Web Enhanced Training

The Cypress College Web Enhanced Workshop is designed to help a faculty member become familiar with the basic accessibility, copyright, and course management skills necessary to abide by state and federal laws when delivering instructional materials electronically. Support for web-enhancing is also provided during “open lab” sessions.

Technology and Digital Infrastructure

Cypress College has adopted Canvas as the official distance education course management system. The Canvas contract includes:

1. Administrator Support

2. Web-based support for system documentation, installations, maintenance, upgrades, hot fixes, product problems, and technical questions run through a case-based ticket system that also allows for telephone interaction
3. Dedicated technical service manager
4. Canvas 24/7 product web-based support
5. Snapshot System Integration Process
6. Integration Customization Maintenance Support (ICM): An annual subscription-based upgrade maintenance program contracted by Cypress College specifically for SnapshotTM. ICM provides coverage for data integration, including the use of existing integration tools, scheduled upgrade maintenance events, and troubleshooting in the event of unexpected behaviors.

Infrastructure Hosted by Cypress College Academic Computing

Distance Education Website
The Cypress College website hosts the Distance Education Program web presence (https://www.cypresscollege.edu/academics/distance-education/). The Spring 2020 version of the Distance Education website includes the following pages:

- **FAQ**: Enrollment & Adding Courses, Canvas, Textbooks & Computer Labs, Attendance & General Policies, Hardware & Software Requirements
- **How to Get Help**: Contact information for help for students
- **Policies**: General policies
- **Readiness Quiz**: Questions students should ask themselves before taking an online or hybrid class
- **Requirements**: Hardware and software requirements
- **Tips for Student Success**: Tips for Student Success in Web Based Courses

Faculty Support

DE Faculty Handbook

The Cypress College Distance Education Faculty Handbook contains information and strategies to help faculty members have a successful academic year. The handbook is meant as a useful reference for faculty members who have completed the basic required training and are teaching a Cypress College Distance Education course. The handbook contains detailed information about:

- Distance Education at Cypress College
- Faculty Support
- Canvas Course Management
- Distance Education Requirements
- Routine Semester Procedures

- Preparing for Course Evaluation
- Distance Education Software

Faculty Technical & Program Support

Distance Education staff provide instructional design, technical support, and training for instructors using Distance Education supported LMS and software.

- **Distance Education Dean**: The dean oversees the Cypress College Distance Education Program and serves as dean to DE faculty in their capacity as Distance Education instructors.
- **Distance Education Coordinator**: The Coordinator serves as the first contact when a faculty member needs instructional support, help with student support, or any type of program support.
- **Project Manager**: The Project Manager is the primary contact for Canvas technical support and is available to help faculty members with Distance Education courses and instructional software.
- **Distance Learning Assistant**: The Distance Learning Assistant is the secondary contact for Canvas technical support.

Student Support

Instructor Support

Distance education instructors are expected to be the initial contact for all student questions and to respond to student requests for help on a timely basis. The DE Program staff provides problem solving assistance to instructors when needed.

DE Program Support

The Distance Learning Assistant provides email and phone help to students using the Canvas course management system. Distance Education personnel technical support is not available for courses taught using other course management systems. Additional LMS support is available via the *How to Get Help* and *FAQ* sections of the Distance Education web pages, the DE Canvas Support site for Faculty, and Canvas technical support pages.

Computer Labs

Cypress College Distance Education students may use a personal computer or computers provided on-campus to complete distance education coursework. The Learning Resource Center is available for distance education coursework.

Student & Academic Services

Access to the following Cypress College student services is available to distance education students both on campus and on the Cypress College website:

- Admission & Records
- Assessments
- Bursars
- Bookstore
- Career Planning Center
- Counseling & Student Development
- Cranium Café Online Counseling
- Disability Support Services (DSS)
- Extended Opportunity Programs & Services (EOPS)
- Financial Aid
- Health Center
- Learning Resource Center
- Library
- Transfer Center

Accessibility

Accessibility as it relates to Distance Education refers to the underlying principles and practical techniques that make distance learning accessible to everyone, regardless of disability. Disabilities that challenge users include, but are not limited to, vision, hearing, learning, motor, and cognitive. Access to technology-based information therefore relies on technologies like screen readers, zooming displays, as well as on accessible course content design. Accessibility enables full access to distance education for everyone.

Distance Education works to make accessibility an integral part of the program by:

- Complying with federal, state, and district accessibility guidelines;
- Offering faculty appropriate training to ensure the creation of accessible course materials;
- Providing LMS software (Ally) to assist faculty with remediation of course content for accessibility;
- Working closely with individuals or groups responsible for accessibility review of web based instructional materials and faculty web sites on the Cypress College campus;
- Communicating with Disability Support Services (DSS) program on the current uses of technology.

Organization and Human Resources

Distance Education Program Organizational Structure

The Distance Education program operates under the supervision of the Vice President of Instruction (VPI). Reporting to the VPI, the Distance Education Dean oversees the program

while the Distance Education Coordinator, Administrative Assistant, and Project Manager conduct day-to-day operations, training, and support. Academic Senate and the Curriculum Committee are integral to the planning process of the program. The Coordinator reviews course addendum for DE delivery as part of the Curriculum Committee course approval process.

Distance Education Dean

The Distance Education Dean provides administrative leadership for distance education. The dean promotes distance learning academic excellence working in collaboration with the NOCCCD and Cypress College communities. The dean serves as the immediate supervisor for Distance Education Program staff.

Coordinator Responsibilities

The Distance Education Coordinator is responsible for the development and day-to-day operation of the Distance Education Program under direct supervision of the Distance Education Dean. The coordinator works to promote distance education by informing the campus community of new developments in emerging technology and instructional methodology related to distance learning.

Distance Learning Assistant Responsibilities

The Distance Learning Assistant provides administrative support for the Distance Education Program. The Distance Learning Assistant participates in program development and improvement by functioning as an integral member of the team. Duties include general clerical work, project-based work, and help desk support for students and faculty.

Project Manager

The Project Manager is responsible for distance education technology implementation and support. The Project Manager provides cross platform support for instructors and students using the LMS and facilitates LTI (Learning Tool Interoperability) integrations. The Project Manager provides client-side programming for LMS implementation requests, represents the Distance Education Program to the Campus Technology Committee and Academic Computing, supports training, and provides technical assistance to students and faculty.

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DE Plan Participants

Steven Auger…….. Alternate Media Specialist, Disability Support Services
Eric Bladh…….. Professor, Geography
Mark Canner…….. Professor, Kinesiology, & Head Coach, Women's Water Polo
Treisa Cassens…….. Dean, Library/Learning Resources and Distance Education
Melisa Chteoui …….. Division Office Manager, Science, Engineering, Math
Sarah Coburn……Counselor, Counseling and Student Development
Kendyl Covey ……Professor, English
Brian Curtin……Professor, Music
Kirke Domke ……Professor, Physical Sciences
Phil Dykstra…….. Former Director, Institutional Research and Planning
Amanda Gargano……Professor, Culinary Arts
Terry Gleason ……Special Project Manager, Distance Education
Silvie Grote …….. Chair, Curriculum Committee, & Professor, Kinesiology
Eileen Haddad …….. Interim Director, Institutional Research and Planning
Anthony Hutting ……Professor, Kinesiology, & Head Coach, Baseball
Jeannie Jo……Professor, Management and Marketing
Renay Laguana-Ferinac……Counselor, Counseling and Student Development
Marisa Lehmeier …….. Counselor, Disability Support Services
Peter Maharaj …….. Manager, Academic Computing
Kathleen McAlister ……Coordinator, Distance Education, & Professor, English
Laurie Morvan …….. Professor, Mathematics
Leslie Palmer …….. Librarian, Cypress College Library
Vincent Romo …….. Professor, History
Douglas Sallade …….. Professor, Air Conditioning and Refrigeration
Ann Sheridan-Solis …….. Professor, Accounting
Cynthia Shrout …….. Professor, Mathematics
Carol Ann Wilhelm ……Professor, Health Information Technology
Nando Yiv …….. Distance Learning Assistant, Distance Education
Annette Young …….. Librarian, Cypress College Library

Appendix A: DEC Mission Statement and Member Composition

Distance Education Committee Mission Statement

The Distance Education (DE) Committee develops and recommends standards and policies to promote the quality, managed growth and sustainability of distance education at Cypress College. These standards and policies address the following four areas: technology infrastructure and support; on-line course development, delivery and evaluation; faculty support, assignment, and evaluation; and student equity, support, access, retention, success, and persistence. The Committee annually assesses and reports on the effectiveness of DE support structure, standards, policies, and procedures, and their compliance with current state and federal regulations.

Membership:

Co-Chair: Faculty DE Coordinator
Co-Chair: Dean of DE
Distance Learning Assistant – DE
Special Projects Manger – DE

Division DE Committee Appointments:

Language Arts
Social Sciences
Kinesiology & Athletics
Counseling
Library
Fine Arts
SEM
DSS - Student Services
Business & CIS
CTE
Health Sciences

DSS Specialist
Manager, Academic Computing
Additional members TBD

Appendix B: Distance Education Addendum

Cypress College Distance Education Curriculum Proposal Form

This form should be updated whenever the COR (Course Outline of Record) is updated. Please complete this form for a course; do not make it instructor-specific. Save the form with a file name that includes "DEA" (Distance Education Addendum) followed by the course discipline prefix and course number, for example, "DEA.ENGL125.docx." Upload the completed form in the "attached files" field in CurricUNET.

For text boxes, type your answers; the box will expand to accommodate text.

Click to Select For all *drop-down lists*, select the **one best option** for your course.

☐ For all *check boxes*, select **any combination of options that may apply for your course.**

1. Mode of Delivery: In the drop-down boxes below, check one option/modality for **both** lecture and lab. If the course is only offered as "Lab" course, select "NA" in area A. If the course is only offered as a "lecture" course, select "NA" in area B. **Once approved, this course may be taught fully online or partially online up to the maximum percentage checked.** Please submit a new DE Curriculum Proposal form if wish to increase or change the modality/percentage of a previously approved course. Note: the approximate percentage is the amount of contact hours (not unit value).

A. Lecture: Click to Select

B. Lab: Click to Select

2. Rationale: What is the intent of offering the course by distance education mode? Discuss how offering this course in a DE mode benefits students or meets student needs. ***Example:*** *This course is designed for students who may not otherwise be able to attend a traditional college course, or those who simply want to take advantage of the convenience and flexibility of online/hybrid courses.*

3. Learning Objectives: Describe how students can satisfy learning objectives/outcomes and assignment requirements as described in the official COR (Course Outline of Record). **This applies to any course objective or outcome that may not be facilitated by the LMS (Learning Management System—Canvas).** An example would be a skill demonstration (such as an oral presentation or language demonstration), mandatory laboratory, project presentation, etc. For each applicable objective/outcome, describe a sample assignment used in the online modality and the method of evaluation. If all of the course objectives can be met using LMS tools, check N/A—not applicable.

☐ N/A

4. Regular Effective Contact for Online Education Courses: Please complete this form for a course; do not make it instructor---specific. Check examples of the types of interaction for: instructor to student, student to student, and student to content.

A. Methods of Instruction:
Methods of instruction should reflect criteria for full-term courses offered at the maximum allowable percentage checked in "2. Delivery Mode" above. It is understood that contact types and assignments will vary in the partially online modality and that criteria will be scaled for courses offered in a compressed format.

Synchronous online lectures or meetings (primarily for emergency remote instruction):

☐ Synchronous meetings: ConferZoom
☐ Synchronous meetings: Cranium Café
☐ Synchronous meetings: Other

Describe other meetings (max. 1000 characters) -required if "Other Meetings" box is checked:

Synchronous Meeting Frequency:
Click to Select

Instructor--student interactive contact email distribution:

☐ Email/Canvas LMS
☐ Other Email (e.g., Gmail)

Describe other email (max. 1000 characters) - required if above "Other Email" box is checked:

Email descriptions that demonstrate instructor--student interaction:

☐ Instructor-student questions/comments/problem-solving
☐ Regular to-do lists, reminders, assignment descriptions
☐ Other Emails

Describe others (max. 1000 characters) - required if above "Other Emails" box is checked:

Email Frequency:
Click to Select

Announcement Distribution:

☐ Announcements: Canvas LMS
☐ Announcements: Website (i.e., publisher website, faculty website)
☐ Announcements: Other

Describe other (max. 1000 characters) - required if above "Announcements: Other" is checked:

Announcement Frequency:
Click to Select

Assessment Types:

Exams:

☐ Exams using Canvas LMS
☐ Exams using websites (i.e., publisher websites)
☐ Exams: face-to-face on campus or at proctored locations
☐ Exams via email
☐ Exams: Other

Describe other (max. 1000 characters) - optional if above "Exams: Other" is checked:

Exam Frequency:
Click to Select

Quizzes/Surveys:

☐ Quizzes/Surveys using Canvas LMS
☐ Quizzes/Surveys using websites (i.e., publisher websites, Survey Monkey)
☐ Quizzes/Surveys: face-to-face on campus or at proctored locations
☐ Quizzes/Surveys via email
☐ Quizzes/Surveys: none
☐ Quizzes/Surveys: Other

Describe other (max. 1000 characters) - optional if above "Quizzes/Surveys: Other" is checked:

Quizzes/Surveys Frequency:
Click to Select

Projects:

- ☐ Projects submitted using Canvas LMS
- ☐ Projects submitted using websites (e.g., publisher websites)
- ☐ Projects: face-to-face on campus
- ☐ Projects submitted via email
- ☐ Projects: None
- ☐ Projects Other

Describe other (max. 1000 characters) - optional if above "Projects: Other" is checked:

Project Frequency:
Click to Select

Online Discussions:

- ☐ Online discussions using Canvas LMS tools
- ☐ Online discussions using websites (e.g., publisher websites)
- ☐ Online discussions using email
- ☐ Online discussions: None
- ☐ Online discussions: other

Describe other (max. 1000 characters) - optional if above "Online discussions: other" is checked:

Online Discussion Frequency:
Click to Select

Videos/Podcasts:

- ☐ Videos/Podcasts links posted Canvas LMS
- ☐ Videos/Podcasts links posted on websites (e.g., publisher websites)
- ☐ Videos/Podcasts links sent via email
- ☐ Videos/Podcasts: none
- ☐ Videos/Podcasts: other

Describe other (max. 1000 characters) - optional if above "Videos/Podcasts: other" is checked:

Video/Podcast Frequency:
Click to Select

Orientations:

- ☐ Orientations using Canvas LMS
- ☐ Orientations using websites (e.g., faculty websites)
- ☐ Orientations: face-to-face on campus
- ☐ Orientations via email
- ☐ Orientations: other

Describe other (max. 1000 characters) - optional if above "Orientations: other" is checked:

FAQs:

- ☐ FAQs posted on Canvas LMS
- ☐ FAQs posted on websites (i.e., publisher websites)
- ☐ FAQs sent via email
- ☐ FAQs: None
- ☐ FAQs: other

Describe other (max. 1000 characters) - optional if above “FAQs: other” is checked:

Other:

☐ What other types of instructor- -student interactions will occur?

Describe (max. 1000 characters) - required if above box is checked.

☐ How will tools be used?

Describe (max. 1000 characters) - required if above box is checked.

Other Frequency:

Click to Select

B: Methods of Instruction: Student–Student Interactive Contact - Please complete this form for a course; do not make it instructor- - specific.

☐ Online Discussions
☐ Email
☐ Wikis
☐ Virtual Chat (Canvas Chat, Big Blue Button, Google Talk, CCC Confer/Zoom)
☐ Other

Describe other (max. 1000 characters) - required if above “other” box is checked:

C: Interaction: Student to Content:

Please complete this form for a course; do not make it instructor- - specific.

Content: Lectures/handouts/PowerPoints which coincide with the lecture topics in the COR (Course Outline of Record).

☐ Content on Canvas LMS
☐ Content on websites (i.e., publisher websites)
☐ Content links via email
☐ Content: other

Describe other (max. 1000 characters) - optional if above “other” box is checked:

Content Frequency:

Click to Select

Individual Student Assignments: Chapter review/worksheets/reflections/essays which coincide with the assignments in the COR (Course Outline of Record).

☐ Individual Student Assignments on Canvas LMS
☐ Individual Student Assignments on websites (i.e., publisher websites)
☐ Individual Student Assignments links via email
☐ Individual Student Assignments: none
☐ Individual Student Assignments: other

Describe other (max. 1000 characters) - required if above “other” box is checked:

Individual Student Assignment Frequency:

Click to Select

Group/Team Student Assignments: Peer assignments/projects/journals/wikis which coincide with the assignments in the COR (Course Outline of Record).

☐ Group/Team Student Assignments on Canvas LMS
☐ Group/Team Student Assignments on websites (i.e., publisher websites)
☐ Group/Team Student Assignments via email

☐ Group/Team Student Assignments: none
☐ Group/Team Student Assignments: other
Describe other (max. 1000 characters) - required if above "Group/Team Student Assignments: other" box is checked:

Group/Team Student Assignments Frequency:
Click to Select

☐ **Other:** What types of student to content interactions will occur?
Describe other (max. 1000 characters) - required if above "Other" box is checked:

☐ How will the tools be used?
Describe - required if above box is checked:

Other Frequency:
Click to Select

5. Instructional Materials and Resources - Please complete this form for a course; do not make it instructor- -specific.

A. Faculty Resources: Aside from the Cypress College Canvas Learning Management System, https://cypresscollege.instructure.com/, identify the instructional materials and resources needed to teach this course in a DE mode (for example, MyMathLab). Note: the "free" Canvas site is for purposes of course development, only, and may not be used to offer classes.

Hardware (for example: video camera/microphone):

Software applications/programs (other than an internet browser and Microsoft Office Pro):

List any other software applications/programs required for this DE/hybrid course.

Other - List and describe the how these resources are required for this DE/hybrid course.

B. Student Resources: Identify the student materials and resources needed to successfully complete this class in a DE/hybrid mode:
Hardware (for example: video camera/microphone):

Software applications/programs (other than an internet browser and Microsoft Office Pro)

List any other software applications/programs required for this DE/hybrid course.

Other - List and describe the how these resources are required for this DE/hybrid course.

6. Accessibility - Please complete this form for a course; do not make it instructor- -specific. Describe how the design of the distance education course will ensure access for students with disabilities as required by the *American with Disabilities Act of 1990* and the *1998 Amendment to the Workforce Rehabilitation Act (Section 508).* For required course assignments, check all that will be utilized and describe how universal design components will be applied.

☐ Word processing documents designed for accessibility
☐ PDF documents designed for accessibility

☐ Images – use of “Alternate Text” for accessibility
☐ PowerPoint documents designed for accessibility
☐ Instructor videos – Closed-Captioned provided for accessibility
☐ External links to videos (Closed- -Captioning or transcript provided for accessibility)
☐ External links designed for accessibility
☐ Field trips
☐ Other: Alternate field trip accommodations for students with verified disabilities (for example: virtual field trips).

Describe alternate field trip accommodations - required if above box “Other” box is checked:

☐ Other – Describe how this is designed for accessibility: