**ACCJC/FCC DE
SELF-CHECKLIST**

Ready to Highlight Our Online Learning Environment

Distance education is currently a major focus in accreditation. As we prepare for ACCJC’s site visit in March, this checklist can help online instructors (including hybrid) ensure that their courses are ready to be models of compliance. The Distance Education Department wants to help you but also, we anticipate that you will find opportunities to talk about course design/best practices with your colleagues too!

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*****Syllabus***

**Provide several methods of contact (phone, Confer-Zoom, Office Hours (virtual and face-to-
 face, Texting in Remind®, etc.) and indicate your expected response time. \*Instructors
 MUST USE FCC email!**

 Example: I will respond to your email within 24 Hours, M-F, and 48 hours on weekends and
 holidays. If you do not hear back from me within this time, please assume I did not receive
 your email and resend it.

# **Explain the instructor’s role in the course and discuss how you will provide regular effective  contact.**

Example: I am looking forward to working closely with you this semester, and you can expect me to play an active role in the course. I will post announcements every week, join you in weekly class discussions via Skype or Zoom to help you understand course concepts, facilitate class discussions in the Discussion Forums in CANVAS, provide detailed feedback on major assignments using the featured rubric, AND participate with everyone in our collaborative space such as Piazza or sharable Google Docs. Please reach out to me if you need help—that is why I’m here!

 **Define online attendance in terms of academic engagement rather than logging-in.**

Example: Attendance in an online course is determined by participation in academically related activities. You are “absent” if there is no evidence of your participation in the academic activities of this course. Students who do not complete the first week’s assignment or are absent for two weeks or more of the course may be dropped.

**\*\*Additionally, be sure that your SLO’s are on ALL syllabi and that they match with the current course
 outline of record. All courses in the department/course need to match.**

** ***ERAC - Effective Regular Authentic Contact*

 Can a visitor to your course see IN CANVAS that you interact with your students regularly**?

The time spent interacting with students online must be equivalent to or greater than the contact hours of a face-to- face section of the course. To be considered a distance education course (vs. a correspondence course, which does not qualify for financial aid), the instructor must interact with students online throughout the semester. Interaction in the distance education classroom MUST take place in four ways every week:
**1. Instructor-Student** **2. Student-Student** **3. Student-Content** 4**. Student-Interface**. The following are examples of how to implement weekly interaction in the distance education classroom:

**Instructor-Student Examples:**

• Archived personalized feedback via LMS or GCC email

• Frequent interaction in discussion boards **within the LMS.** (Any discussion of grades must remain private.)

• Archived and ADA compliant Chat/IM

• ADA compliant Synchronous Sessions / Closed captioned video conferencing.
 3C Media is free for transcriptions of files)

**\* OFFICE HOURS ARE NOT a form of instruction**

**Student-Student Examples:**

• Messaging via the LMS

• Discussion boards

• Chat/IM

• Synchronous/Asynchronous Document Editing

• Synchronous/Real-time group communication tools

• Collaborative projects: group blogs, wikis, webpage, other tools

**Student-Content Examples:**

• Synchronous/Asynchronous ADA compliant Modules/Lessons within the LMS

• Synchronous ADA compliant Lectures (recorded/streaming/chat)

• Transcribed audio files

• Closed Captioned Podcasts/webinars/screencasts

• Closed Captioned Videoconferencing/Confer Zoom. Create a professional
 account at no cost. Simply sign up and get an account where you can
 communicate with either one student or several students at one time.

• Discussion Boards within the LMS

• ADA Compliant 3rd party auxiliary platforms (You must be prepared to allow the
 accreditation team member into your third party platform through a single sign-
 on within Canvas.)

**Student-Interface (CANVAS) Examples:**

• Technology devices

• Internet browsers

• Software applications

• Modules/Lessons within the LMS

• Discussion boards within the LMS

**• Other LMS Activities

***Accessibility***

**Present ALL students with maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance** (i.e. sign language interpreters, aides, etc.). Criteria is organized around the following four principles, which lay the foundation necessary for anyone to access and use Web content. Anyone who wants to use the Web must have content that is:

**1.** **Perceivable:** Information and user interface components must be presentable to users in ways they have the ability to comprehend (it needs to be visible to all of their senses), e.g.:

 ◦ Provide text alternatives for non-text content.

 ◦ Provide captions and alternatives for audio and video content.

◦ Make content adaptable; and make it available to assistive technologies.
 ◦ Use sufficient contrast to make things easy to see and hear.

**2.** **Operable:** User interface components and navigation cannot require interaction that a user is unable to perform, e.g.:

 ◦ Make all functionality keyboard accessible.

 ◦ Give users enough time to read and use content.

◦ Do not use content that may cause seizures.
◦ Help users navigate and find content.

**3. Understandable**: Information and the operation of user interface cannot be beyond the users’ comprehension, e.g.:

 ◦ Make text readable and understandable.

 ◦ Make content appear and operate in predictable ways.

 ◦ Help users avoid and correct mistakes

**4.** **Robust:** Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies, e.g.:

◦ Maximize compatibility with current and future technologies, use the attached Atomic
 Learning/Hoonuit Resources and/or Contact Kevin Scritchfield at ext. 2223 for any
 accessible instructional design assistance via CANVAS.

*****Student Resources***

 Add the following links to your CANVAS course shell:

 Academic Honesty

 Distance Education Student Page

 24 Hour Tutoring with our on campus tutors AND Net-Tutor.

 Link to On-line Counseling

 Explanation of 24-hour access to library resources

**Keep your weekly work visible for the present week AND one week in advance. Accreditors will only see/visit the course shells on the days they are here.

** Make sure to have any third party applications available for visitors to access.

If you email your announcements, ALSO provide the announcements via CANVAS in the corresponding week.

**If you send a video message, ALSO provide the link to the video message via CANVAS in the corresponding week.

 If you use a 3rd party product (Skype, CCC Confer, Google Docs, publisher content), a visitor will
 also need access and may request to observe the interaction within the third party product.

** Make sure your videos are closed caption and images have alt-texts. Contact Kevin Scritchfield
 for any accessible instructional design assistance via CANVAS.

**NEED INSPIRATION?**

1. Schedule a specialized focused session for you department.2. Check out the Den Schedule.3. Come to open sessions in the Den.4. Use the attached Hoonuit self-help videos and more.

**5. Become a Master in Canvas and Earn your Canvas Black Belt
 (Look for more information in the August 28th Newsletter.)
 If you can’t wait, get a preview at:** [**Become a Black belt with Kung Fu Canvas**](https://community.canvaslms.com/groups/strategies/blog/2016/08/18/kung-fu-canvas)

**Did you know that Amazon Echo Dot could be your digital assistant for Canvas?**

Check it out: ["Alexa? What do I need to grade in Canvas today?"](https://www.canvaslms.com/news/pr/canvas-announces-skill-for-amazon-alexa%26122639)

**You can get one! In order to enter a drawing for One of Three available Amazon Echo Dot’s!**

1. Self-access your course and verify or redesign your course to align with ACCJC standards outlined in this checklist.
2. Once finished, you will submit a link to complete an online version of the checklist through a google form. This form will include a place for you to submit the URL for your course. Once verified, you will receive your results electronically and you will be entered into a drawing for one of 3 Amazon Dots.
3. Winners will be notifies December 8th.

**Signed submissions must be in by Friday, November 17thin order for you to be considered for the drawing.**

A BIG “RAM FAM” THANK YOU TO EVERYONE FOR YOUR EFFORTS
WITH AND SUPPORT OF ACCREDITATION!



2018, Tracy Schaelen, Fabiola Torres & Jodie Steeley