# **Moorpark College Distance Education Standards**

Evaluators will have access to online courses for a 5-day period and visit the class at least twice. Faculty will preferably be given two week notice of the visit with a one week minimum notice.

### **Section II B1: Distance education standards as adopted by Academic Senate**

1. Faculty will provide course content in an accessible format for students
2. Faculty will utilize assessments to track student learning
3. Faculty will provide regular and effective contact between instructor and students and among students

#### **Guidelines for assessing the DE standards**

1. Syllabus and assignment calendar are easily located and available.
2. Student services and technology support information are provided.
3. Student expectations, participation, and attendance policies are clearly communicated.
4. Course SLOs/CLOs and objectives are clearly stated.
5. Due dates of assignments and assessments are clearly posted.
6. Clear instructions are provided for the assignments, discussions, and assessments.
7. As applicable, instructor offers recorded/live lectures and virtual class meetings to replace on-ground lectures. ***Not all methods of instruction should be provided by publisher content.***
8. Students receive frequent, timely feedback through graded materials, discussion, quizzes, polls, etc.
9. Course demonstrates a concerted effort to improving toward achieving ADA/Accessibility Best Practices throughout the course which may include alternative formats of materials, closed captioning, alternative texts for images, use of heading styles, link formats, bulleted or numbered lists, color contrast, accessibility checker, etc.
10. Canvas tools are utilized as applicable for the course: possibilities include Syllabus, Announcements, Modules, Quizzes, Pages, ConferZoom, Discussions, Calendar, etc.
11. Assignments are easily located and labeled appropriately.
12. Technology support information is easily located.
13. Easy to navigate through course including effective use of Canvas pages, headers, indents, labels, etc.
14. Course is organized well and consistent throughout the modules/pages.
15. Instructor Initiated Regular and Effective Contact –
	1. Information given through frequent use of different modes of communication: possibilities include announcements, detailed instructions, START HERE! Video/Page, lectures, homework assistance, emails, etc.
	2. Feedback given through various routes which may include discussions, rubrics or descriptive criteria used in grading process, practice exams, rough drafts, etc.
	3. As applicable, offers recorded/live lectures and virtual class meetings to explain material and offer help with students’ questions.
16. Student Initiated Contact –
	1. Instructor contact information is easy to find and multiple methods provided, for example, email, Inbox in Canvas, virtual office hours, telephone.
	2. Days and hours of instructor availability for Office Hours provided or how to make an appointment.
	3. Expected response times to student questions are clearly stated.
17. Student Initiated Regular Effective Contact Among Students –
	1. Students are encouraged to frequently interact through responses to classmates’ discussion posts, introduction activities, open discussion forums, answering questions and participating in online lectures (if applicable), etc.
	2. Students are encouraged to form a sense of community through a variety of tools and methods of student initiated interaction which may include study groups, group work, breakout sessions, peer reviews, virtual class sessions, peer discussions, etc.