

Yuba College

Distance Education Handbook

Purpose: The purpose of this handbook is to provide:

- Guidance/regulations to instructors interested in teaching Distance Education courses and more specifically online classes. Validation of courses will be done using the California Community Colleges – Course Design Rubric for the Online Education Initiative (OEI Rubric)
- Parameters for instructors already teaching online classes
- Guidance for Yuba College Distance Education Committee and Distance Education Plan establishment

This Handbook is guided by Yuba Community College District (YCCD) AP 4105 – Distance Education, Approved May 21, 2015 which References: Title 5, Section 53200, 55002, 55200, 55202, 55204, 55206, 55210; Federal Regulations 34 CFR 602.17, 34 CFR 668.22, 38 CFR 21.4203; Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d); California Community Colleges Distance Education Guidelines, March 2008.

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I. Purpose of the Distance Education Handbook:

The Yuba College (YC) handbook is to be used as a guide to establishing effective Distance Education (DE) courses to students as well as providing guidance to faculty to develop courses based upon the most current andragogical teaching methods and to meet all local, state and federal requirements. [AP 4105](#) is used as the guiding policy to establish the guidelines.

This handbook has been developed by the YC Distance Education Committee (DEC) with input from faculty appointed to the YC Academic Senate, YC Curriculum Committee (CC), with faculty appointed to the Woodland Community College (WCC) Distance Education Committee (DEC), Woodland Community College Curriculum Committee (CC) and administration at both YC and WCC and with support of YCFA. Each college will develop and maintain their own DE Plan and Handbook, but with an understanding our students will be enrolling across Colleges, it is important that as much as possible, the plans are developed in tandem for each of faculty and students.

We start with AP 4105 and continue to provide expanded information as a guide for interpretation.

II. AP 4105 The complete AP is available online, only specific sections are copied here. (Methods applicable to this handbook are marked with an asterisk):

Definitions:

- Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)
- Online: A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams still allowed for this classification) *
- Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools *
- Web Enhanced: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.

NOTE: AP4105 needs to be updated to include:

- *Broadcasted Education:* One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

Course Approval:

- The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development.
- No course shall be taught via distance education until it has been reviewed and received separate approval for distance education by each college's Curriculum Committee. This requirement applies if any portion of the instruction in a course section is designed to be provided through distance education (§ 55206).

Certification:

When approving distance education courses, the Curriculum Committee will certify the following:

- Course Quality Standards: The same standards of course quality were applied to the distance education courses as are applied to traditional classroom courses (§ 55002, 55202).
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee(s) approval procedures (§ 53200).
- Instructor Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “**regular, effective contact**” in this context suggests that students should have frequent opportunities to interact with the instructor of record.
 - Ensuring regular, effective instructor/student contact guarantees that the student in an online or hybrid course receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts with the class through announcements, lectures, activities and discussions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.
 - For distance education courses there are a number of acceptable modes of interaction between student and instructor, not all of which require in-person contact (§ 55204):
- Initiated Interaction: Instructors will regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.

- Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students.
- Establishing Expectations and Managing Unexpected Instructor Absence: An instructor- and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular, effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.
- Minimum Contact: Regarding the type of contact that will exist in all YCCD DE courses, instructors will use the following resources to initiate contact with students:
 - Discussion forums (or equivalent) with appropriate instructor participation
 - Email
 - Timely response to student emails or inquiries
 - Weekly announcements in the Learning Management System
 - Timely feedback for student work
 - Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class
- Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities”) and/or teleconference, video conference, pod cast, or other synchronous technologies may also be included.
 - It is suggested that instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Student Attendance Dates

Instructors are responsible for verifying student attendance dates in all sections in which:

- Earned and unearned portions of Federal Student Aid (Title IV) are determined based upon the amount of time the student spent in attendance, and/or

- Last actual date of attendance is used to determine status changes for students receiving Veteran (VA-ONCE) funds.

See also:

- [WCC Curriculum Development](#)
- [YC Curriculum Handbook](#)

III. Faculty Guidance based upon AP4105

A. Course Delivery Definitions:

Before faculty offers courses using a DE format, they must first consider the various methods by which a course can be offered. Not all disciplines or courses can or should be offered using a DE modality (SEE Section E).

- *Online:* A course that is using Canvas* as the Learning Management System (LMS) and in which 100% of the instruction and interaction between instructor and student is done online. Proctored exams still allowed for this classification, they do not have to be done at any of the YCCD Colleges or sites but must be made available to students at no cost to the student. Should a student prefer a method or place for which there is a cost, the student will be responsible. Instructor regular effective contact is required (SEE Section III.B below); the course must be approved by the established methods of each College CC as well as the appropriate divisional dean with consultation with faculty and the College DEC.
- *Hybrid Course:* A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance-learning portion of the hybrid course must provide for instructor regular effective contact (SEE Section B below). The hybrid course requires separate approval of both the CC and the DEC
- *Web Enhanced:* A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools. These courses do NOT require DEC approval.
- *Broadcasted Education:* One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices. These courses do NO require DEC approval.

*NOTE: Canvas is the approved LMS for DE course delivery process and all course MUST use Canvas as the primary LMS. While other publisher developed course developed material (i.e. MathLab), may be used it must be available for review as part of the course validation process presented in Section E.

B. Regular Effective Contact

Course validation will be done to assure the faculty who has developed the course has explained “regular effective contact”. The OEI rubric Section B: Interaction and Collaboration will be used to determine the effectiveness of the course design and instructor communication plan.

As per Title V, section 55211(a), all distance learning courses, whether hybrid or fully online will include “regular effective contact” which Yuba College defines to include each of the following:

B.1 Definitions

- *Instructor-Student Interaction:* Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback including but not limited to discussion, announcements, email, chat, and assignments.
- *Student-Student Interaction:* Evidenced by students working on group assignments, or within a discussion or chat session.
- *Student-Material Interaction:* Evidenced by students working with *instructor developed* course material. Publisher developed material may be used to supplement the course, but cannot be used to define regular effective contact.
- *Other Considerations:*
 - Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.
 - At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students.

B.2 Contact Expectations

- The instructor’s specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.
- Instructor absences—If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume. In the event of prolonged absence, the instructor will make appropriate arrangements for class continuation.
- Timely contact—Online instructors are responsible to respond to students in a timely fashion. This is to be defined in the course syllabus .

C. Online Course Development:

The steps necessary to develop a fully online or hybrid course and to secure all necessary approvals are given below. Faculty interested in development of DE courses will be provided a copy of the OEI rubric as a guide to assure compliancy.

C.1 Definition:

Substantially Complete - Courses presented to the Distance Education Committee (DEC) must be “substantially complete.” This course could be, “Taught effectively” which implies that the course already includes all needed elements for effective student-instructor and student-student interactions and also includes required accommodations for disabled students.

For submission “substantially complete” generally means at least one-third of the course has been developed, it is expected the course will continue to be developed to meet the semester/session completion date.

- The course will be evaluated using the OEI Rubric and all sections of the course have met the following Criteria. NOTE: Discipline Content is not evaluated by the DEC, only the course structure.
 - Course Design
 - Interaction and Collaboration
 - Assessment
 - Learner Support

C.2 Department/division consultations and approval: A new online course will have an impact on department/division offerings, staffing, and long term goals. If there is no formal department, then the division alone must approve of the course.

C. 3 Curriculum committee approval: The YC Curriculum Committee requires a completed DE addendum that accompanies the course outline of record on CurricUnet. The DE Addendum (SEE: Appendix F) is available for faculty to provide information and justification of the online course format. Submission and approval of the Curriculum Committee's DE Addendum is NOT the same as approval of your course by the DEC. The DEC is simply one step in the approval process before the Curriculum Committee reviews this course for approval.

The DE addendum must be completed as part of any course validation for DEC approval. The course will be reviewed to assure what is stated in the DE addendum is being followed in the course.

C4. Faculty Course Submission to DEC: Once the course has been deemed Substantially Complete (generally one-third of the course has been developed), the faculty who has developed the course will contact the Chair of the DEC and provide them with a method for the DEC members to review the course.

C5. DEC Course Review and Evaluation: The DEC validation members will review the course using the OEI Rubric and the Course Design Rubric for the Online Education Initiative Course Scoring Checklist (SEE: Appendix E)

- The developer will provide a course self-assessment for each DE course for which they have developed using the OEI Rubric and the Course Design Rubric for the Online Education Initiative Course Scoring Checklist
- The developer should be prepared to answer detailed questions, such as; how your course will ensure instructor-student and student-student interaction (as mandated by the Education Code) and how your course design will minimize the likelihood of cheating.

C6. Course Design Validation Schedule:

- Prior to each school year, the DEC will request from the Division Deans/Directors a list of the faculty who teach DE courses.
- Courses to be evaluated will be based upon the last name of the faculty member who has developed and/or teaching the course.
 - The last names will be divided into 1/3s.
 - Year 1, First third, names that begin with A-I
 - Year 2, Second third, names that begin with J-R
 - Year, 3 Final third, names that beginning with S-Z
- Should there be faculty who's course were not validated for any reason in the cycle that corresponds with their last name, their courses will be validated in the current cycle.

C7. Selection of Courses for Validation:

- Should there be more than one course developed by the faculty member, the DEC will randomly select a course for validation.
 - If the selected course meets the required standards all the courses will be accepted.
 - If the selected course does not meet the required standards, the remaining courses will be evaluated.

C8. DEC will provide the developer with the results of their findings.

- If the course meets standards, the course is ready to be published. The developer will be expected to complete the course using the same standards of the portion of the course that was reviewed. The scheduling dean will be notified the course has been approved to be published and the developer may teach this published course. This approval does not imply the generic course has been approved, only that course by that developer.

- If the course does not meet standards the developer will be provide with recommendations to address the areas not compliant. When the developer is ready for resubmission, it is their responsibility to inform the DEC.

D. New Course Validation:

- A new course is defined as one that has not previously been developed as a DE course, or one that has not been taught as a DE course for four (4) semesters or more.
- These courses may NOT be published until they have been approved by the DEC.

E. Current Course Approval:

- Those courses that have been offered using the DE format must still be approved by the DEC.
- The DEC will request a list from the scheduling Deans of the courses and the names of the faculty teaching the courses (See C6 & C7 above)
- Faculty will be provided with a copy of the OEI rubric and training upon request.
- When all current courses have been evaluated and approved, they will be placed on the recurrent validation process list.

F. Course Standards:

- Any course developed as a discipline course (one that could be taught by multiple faculty members), it will be approved as a Department Course and any faculty who meets the approval process may teach the course.
- Any course developed within a discipline that is not considered a “discipline course”, must be approved individually as developed by individual faculty.

G. Intellectual Property Rights Agreement:

A Yuba College Intellectual Property Rights Agreement will be agreed upon and is in effect (once it is passed by WCC DEC and WCC Curriculum Committee). See Appendix B.

IV. Faculty Approval Process

A. Required: Appropriate training of individual faculty for the distance education modality will be required before an individual faculty member teaches in that modality. The faculty member **must meet a minimum of 1 of the following criteria:**

- a. Have previously taught using a distance education modality and their course meets the OEI rubric with a passing score. NOTE: In the event a course is not approved, the faculty is encouraged to make all suggested corrections prior to offering the course. In the event the corrections have not been made, this

instructor in what is called “in progress status” may teach this course. The course MUST be approved, by the next time it is to be offered by this faculty member or they may NOT be the instructor of record.

- b. Have completed a local DE training program or institute or equivalent that did not focus solely on the technical aspect of teaching online, but addressed also andragogic aspects of teaching online (SEE IV below)
- c. Have completed a CCC Chancellor’s office-sponsored training course (e.g. @One) or equivalent.

B. Recommended: that faculty who teach in the distance education modality would benefit from:

- Having taught the same course in an on-ground/non-DE modality
- Having a mentor—DEC Chair can provide names of faculty who can serve as mentors.
- Having successfully completed (as a student) a distance education course.

C. Process: Proof of meeting Section IV.B must be presented to the DEC. The DEC will maintain a current list of approved faculty. This list will be made available to scheduling deans throughout the district.

V. Faculty Training:

Instructors who are currently teaching online courses also will be required to show evidence of online teaching certification or a course may be submitted for OIE rubric approval.

- There will be a 1-year extension for instructors currently teaching without certification or course approval. If they are non-compliant, they will no longer be able to teach their online course.
 - This one (1) year extension begins after WCC and YC Academic Senate’s approve this document.

A. YCCD Training: Includes the following on-campus/online workshops, which can be accessed from the YCCD eLearning, website de.yccd.edu: IN PROGRESS

- Faculty Orientation
- Canvas Instructor Guide
- Canvas Designer Guide
- Get to know Canvas (webinar)
- Webinar Archives
- The Canvas Community (forums)
- View & Sign up for trainings at [Flex Website](#)

B. External Training: Online Teaching Certification or any comparable (as determined by the DEC) course is acceptable.

C. Professional Development: It is recommended that faculty should seek continued education in distance teaching and learning certification.

VI. Course Scheduling

Since the print deadline may be far in advance of the completion of training and course development, the DEC will approve the scheduling of courses in a timely manner. DE courses will be schedule in the same process as face-to-face courses. However, if training and course development have not been completed then the course will be removed from the schedule.

VII: Action Process:

A new DE course can be submitted for review after official approval by the department/division faculty and scheduling dean. Once the approvals have been granted, the following should occur:

1. Request a course shell from eLearning de.yccd.edu
2. Develop your course and meet the “substantially complete” standards as explained in Section C.1 above.
3. When the course is ready for DEC review, request a course shell from YCCD IT. Upload your course into the shell.
4. Inform the DEC your course is ready for review, they will ask to be given access by YCCD IT.
5. The DEC will review the course based on OEI Rubric.
6. The DEC Chair will send you a copy of the report and provide further instructions on additions or modifications needed to bring the course into compliance with the rubric.
7. If in view of the Chair substantial changes are needed, DEC consideration of the course will be removed from the upcoming agenda and you will need to begin the course review process from scratch (with submission of a new Online/Hybrid Course Review Request) once the course has been modified. NOTE: THE course MAY NOT be taught until it is approved. Such a delay in approval may mean the course cannot be taught the following semester.
8. If the course is approved, it may be taught.

VIII. Attendance Policy Specific to Online Courses

A. Participation required: Consistent participation is necessary if a student is to succeed in an online course. That means keeping up with assignments from week to week. If a student does not participate, or shows an unacceptable level of participation as determined by the instructor, the student can be dropped from the course. This may affect a student's participation in extracurricular activities, access to various student service programs and eligibility for financial aid. The

syllabus for an online course provides the instructor's procedures regarding attendance and participation.

B. Attendance: (a) A student must access his/her online course within the first day of class or he/she can be dropped as a "no show." This policy is reflected in the course schedules. (b) Regular and effective participation is the only means to document attendance in an online course. If a student fails to participate in a regular and effective manner, as determined by the instructor, the student will be dropped for nonattendance during the first two weeks of regular term courses in order to accommodate others seeking to add. An instructor may also choose to drop a student by the end of the eighth week due to lack of participation.

APPENDIX

A: GLOSSARY:

Broadcasted Education: One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

Hybrid course: A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance-learning portion of the hybrid course must provide for instructor regular effective contact. The L course requires separate approval of both the CC and the DEC.

- Some lecture hours are online
- Some lab/activity hours are online
- All lecture hour are online; lab hours are f2f
- All lab/activity hours are online; lecture hours are f2f

Instructor-Student Interaction: Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback including but not limited to discussion, announcements, email, chat, and assignments.

Online: A course that is using Canvas as the Learning Management System (LMS) and in which 100% of the instruction and interaction between instructor and student is done online. Proctored exams still allowed for this classification, they do not have to be done at any of the YCCD Colleges or sites but must be made available to students at no cost to the student. Should a student prefer a method or place for which there is a cost, the student will be responsible. Instructor regular effective contact is required); the course must be approved by the established methods of each College CC as well as the appropriate divisional dean with consultation with faculty.

Regular, effective contact: It is the responsibility for faculty to assure contact with students. This means the faculty must follow both the requirements as approved in the Course of Record and more specifically the DE Addendum and the course syllabus. Communications/contact initiated by students does not meet the requirement. Regular effective student contact in the face-to-face class is achieved because the instructor can immediately determine the students' understanding and engagement with the content because the students are physically in the classroom. The distance education environment allows for regular effective student contact to be accomplished using a variety of methods. Not all methods will be used by all instructors, but it is expected that several

methods will be used since regular effective student contact should vary both for the course and for the student.

Student-Material Interaction: Evidenced by students working with instructor developed course material. Publisher developed material may be used to supplement the course, but cannot be used to define regular effective contact.

Student-Student Interaction: Evidenced by students working on group assignments, or within a discussion or chat session.

Substantially Complete: Courses presented to the Distance Education Committee (DEC) must be “substantially complete.” A “substantially complete” course is one that could be taught effectively without any further additions and throughout the entire term. (Further additions may be welcome enrichments but are not essential.) “Taught effectively” implies that the course already includes all needed elements for effective student-instructor and student-student interactions and also includes required accommodations for disabled students.

Timely Feedback on Student Work: It is expected that faculty are to spend the same number of hours and time in an online course as they would in a face-to-face course. The course syllabus must inform students of how often the faculty member will be “checking-in” the course. This is to include a range of time students can expect their work to be graded. Faculty should “check-in” at least once a day during the M-F work week.

Web Enhanced: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.

B: [INTELLECTUAL PROPERTY RIGHTS](#)

Found in AGREEMENT between YCCD and YCFA

C: STATEMENT IN SUPPORT OF THE COURSE DESIGN RUBRIC FOR THE ONLINE EDUCATION INITIATIVE

In order for a course to be offered as a part of the Online Education Initiative (OEI), it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality-learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of four components:

1. Course Design
2. Interaction and Collaboration
3. Assessment
4. Learner Support

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

Revisions approved by the Online Education Initiative Steering Committee for use during the OEI pilot on March 18, 2015.

For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), peer online course reviewers will assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

Distinguished to Exemplary (5-6)
Satisfactory to Accomplished (3-4)
Promising (2)
Incomplete (1)
Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in “Content Presentation: Navigation is intuitive” but somewhat less strong in “Content Presentation: Content is presented using a variety of appropriate mechanisms,” both within the same sub-category of “Content Presentation.” In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
A minimum cumulative score of 51, earning at least 70% of all possible points
Inclusion of a component with content related to the Online Education Initiative
The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI.

D. [COURSE DESIGN RUBRIC FOR THE ONLINE EDUCATION INITIATIVE](#)

E: [DE ADDENDUM](#)

F: RESOURCE:

[ACCJC Publications and Policies](#) - Guide to Evaluating Distance Education and Correspondence Education

Boettcher , J.V. Ph.D Designing for Learning: [Ten Best Practices for Teaching Online](#)

[California Community Colleges Online Education Initiative](#)

[California Code of Regulations: Title 5. Distance Education](#)

FaculyFocus.com [10 Principles of Effective Online Teaching: Best Practices in Distance Education •](#)

[iNACOL National Standards for Quality Online Teaching \(v2\)](#)

[OEI Rubric](#)

[Title V Regulations for Distance Education](#)

[@one Standards for Quality Online Teaching](#)