



Distance Education Faculty Handbook

2013/2014

Santiago Canyon College

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Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community.

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Teaching Online Preparation

1. SCC Definitions

55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication 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 that may be imposed by 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).

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

Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.

Online

Courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to SCC to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.

Hybrid

Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to SCC for any reason (testing, orientation, etc).

Virtual Hybrid

All course activities take place online. Online Synchronous activities are scheduled along with asynchronous online activities. Dates and times for online synchronous activities are posted in the schedule of classes.

Proctoring

If proctoring is required, it cannot be required that students come to campus unless the class is designated as a Hybrid course. For Online courses, instructors must arrange for a proctoring location in collaboration with the student. Proctoring locations that charge a fee need to be approved by your division Dean.

2. Curriculum Approval

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow Santiago Canyon College's curriculum approval procedures. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification

When approving distance education courses, the curriculum committee will certify the following:

55202. Course Quality Standards.

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

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

References: Sections 70901 and 70902, Education Code.

Course Quality Determinations

Determinations and judgments about the quality of the distance education course were made with the full involvement of the curriculum committee approval procedures.

Instructor and Student Contact

Each section of the course that is delivered through distance education will include instructor initiated regular effective contact between instructor and students. Assignments and activities will also promote regular student-to-student contact.

Attendance

Attendance shall be assessed by the instructor regularly based on student activities. Students must be actively communicating with the instructor and students. Students must be completing assigned work. Students who are not meeting course attendance expectations must be dropped from the class and the Last Day of Attendance, based on assignment submittal, must be documented.

3. Training and Support

All faculty teaching Online, Hybrid and Virtual Hybrid courses must meet readiness standards prior to online teaching.

The Technology Committee (TC) is a shared governance committee. TC will address the evolving technology needs of SCC in a variety of areas related to the use of technology for instructional purposes. TC will be the recommending body for curriculum, modifications, policies, procedures, systems, and purchases that relate to distance education and technology used for teaching and learning. The Academic Senate has adopted the following faculty readiness criteria developed by TC that requires training for faculty members prior to teaching online and/or hybrid courses:

1. Complete an SCC Introduction to Online Teaching & Learning certificate program; **or**
2. Receive a certificate of completion in online teaching from a reliable institution such as UCLA online Teaching Program, Cerro Coso Online Educators Certificate Program, or @One Teaching Certification Program (approved by the California Community Colleges Academic Senate and the CCC Chancellor's Office); **or**
3. Demonstrate prior successful experience in teaching distance education course(s) at SCC or another similar institution; **and**
4. Participate in one online professional development activity per academic year (e.g. A Qualifying SCC Technology Workshop, or other online teaching workshop, such as @One online instructor certificate course).

Existing online professors are encouraged to complete an online instructor certificate program. Professors who choose not to complete a certificate program are still required to complete the ongoing currency requirement (#4).

Designing a Course

1. Effective Practices

Academic Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and their implementation important to local academic senates. In particular, it includes current information regarding a separate DE curriculum review and instructor-student contact. It suggests a variety of effective practices in educational technology appropriate for college governance that will facilitate planning. [Ensuring The Appropriate Use of Educational Technology](#): An Update For Local Academic Senates.

The list of best practice strategies is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," by the combined efforts of Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies, WCET and Instructional Technology Council (ITC), and UT TeleCampus of the University of Texas System. [Best Practice Strategies to Promote Academic Integrity in Online Education](#)

2. Policies & Check List for Course Design

All Distance Education policies, checklists, and resources are kept up to date and are available in the Blackboard Faculty Help site. If you do not have access to this site, please contact Distance Education at 714.628.5007.

3. Compliance

Accessibility

It is a federal mandate that all online course materials be designed to be accessible to students with a disability. Unlike just-in-time accommodation in the face-to-face classroom, **online course materials must be accessible at the time they are posted for student use.** Workshops are regularly held at SCC to help faculty in this regard and it is recommended for the online teaching faculty to attend on a regular basis. In order to accomplish video captioning and uploading, SCC online teaching faculty are requested to contact SCC's Alternate Media Specialist (E-105, x84864).

Authentication

NOTE: *This procedure is **legally required** in an effort to show good faith compliance with the applicable federal regulations if the District offers distance education or correspondence education.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

To comply with this regulation, Santiago Canyon College requires all distance education students to log in to our Course Management System (CMS) with their secure, unique identification and password.

Faculty are encouraged to have one high-stakes exam proctored or use new or other technologies and practices that are effective in verifying student identification. Faculty are encouraged to use Turnitin to help authenticate their students, which is available within Blackboard.

Academic Integrity

It is a requirement for SCC faculty to define cheating and plagiarism in course documentation and syllabus. Faculty should have a link to the technology acceptable use policy and student conduct policy. Very often community college students do not understand what plagiarism means. A recommended method would be to hold a discussion forum asking students to write what it means to plagiarize. It should be made clear in the course content that the topic should be course specific. The following link would serve as a good example: [Rutgers – Interactive Plagiarism Video, Real Life Examples, and Quiz](#) and [How to Avoid Plagiarism Online](#). Faculty can assist students to be ready to take an online class, which will help with online course retention rates. SCC Faculty have access to Turnitin via the web or Blackboard. It is recommended that Turnitin be used as a teaching tool and another way to help verify the identity of your online students.

Regular Effective Contact

When administration receive complaints from students about online courses, the top complaint, was that the instructor had not kept in touch with them either by not answering emails promptly or by not posting announcements or discussion responses. SCC has adopted a regular effective contact policy, as mandated by Title 5 regulations. In order to access the mandate document, faculty are advised to download the Title 5 regulations document from the Blackboard Faculty Help site. The policy pertains to instructor-initiated contact with students mandated by Title 5 regulations. It has been found that student retention and success rates are directly tied to how well faculty communicate with online students. Faculty are required to participate in discussion activities with their students. Online instructors should know their students well and address the individual needs of the student in class by referring students to services such as tutoring, DSPS, etc. (Title 5). Please see the Important Policies section below for more detailed information on Regular and Effective Contact.

Copyright

Understanding what copyright is why it exists, and being able to effectively apply “fair use” guidelines when faculty use copyrighted materials in their courses are essential tools for any educator. However, teaching online generally adds some additional challenging questions to the mix. To ensure faculty are provided with a clear and comprehensive overview of the topic, faculty are requested to read the shared [Copyright 101 module](#) created by BYU. “Copyright 101” is designed to:

- Increase faculty knowledge and understanding of copyright and licensing issues; and know what it means to say that someone owns the copyright to a creative work.
- Learn more about why copyright law exists and where it all started (the history of copyright).
- Know how to resolve basic copyright/licensing questions and when and who to ask for more help.

- Realize and respect the ethical/moral aspects involved in using materials protected by copyright.
- Be able to answer a variety of copyright questions and solve specific case studies.

The Teach Act

The Technology, Education, and Copyright Harmonization (TEACH) Act of 2002 extend an instructor's legal use of copyrighted materials in online instruction at accredited nonprofit education institutions. Applying the TEACH Act is complex and relies on the instructor's adherence to a specific set of criteria. Faculty are encouraged to speak directly with members of their own institution to understand if specific use of copyrighted materials in their online classes is within the guidelines of the TEACH Act. Faculty may find the resource, [THE TEACH ACT: HOW THE LAW AFFECTS ONLINE INSTRUCTION](#) created and shared by Florida State University helpful.

Creative Commons

Dialogue about the friction between copyright law and digital media have led to the development of Creative Commons. Creative Commons (CC) provides flexible copyright licenses that copyright owners may choose to apply to their work. The CC licenses grant more flexibility than traditional copyright but not as much as "public domain." A work in the public domain may be used freely. A Creative Commons licensed work still requires the user to adhere to specific guidelines but may be as simple as "crediting the author." The popularity of CC has resulted in the fostering of a culture of sharing and there are now thousands of works online that faculty may use without violating copyright. If the instructor is seeking images or audio for a class, it is in the interest of the instructor to check for CC licensed work. The following link can be helpful in this regard: [What is Creative Commons](#).

Unit of Credit

A unit of credit is approximately one hour of class plus two hours of study per week, or three hours of laboratory per week carried through the term. For each hour of lecture/discussion, two hours of preparation are assumed. To receive credit, the student must be officially enrolled in the course. Students not officially enrolled by the proper date will not receive credit for the course, even if they complete all course work.

Dropping Students

It is a federal mandate that faculty cannot use the course statistics in Blackboard to determine whether a student is participating in an online class. If students do not participate in the activities of the course (i.e. discussion forums, assignment submission, etc.) and are only logging in but not doing any meaningful work for an extended length of time (stated in the syllabus), faculty can use their discretion to drop students. Faculty should put in their syllabus

that they expect students to remain active participants throughout the entire course, completing and submitting assignments. If a student becomes inactive for an extended period, faculty must drop them from the course.

Important Policies

1. Course Expectations

Orientation and Student Readiness

Orienting students to online learning is an important first step in ensuring student success in online classes. SCC faculty shall provide students with a link to SCC's online readiness orientation or an external "Are You Ready for an Online Class" quiz or presentation.

Please consider making a screen capture video of your course so that students get an overview of the structure of your online class. Also, please consider writing a welcome letter to your students including the following.

1. Welcome your student to the class in an encouraging tone
2. Explain the "Course Basics" including:
 - a. The name of your course and
 - b. The date it begins
 - c. The duration of the course
 - d. Blackboard login information (consider emailing this list to your students as well as posting it in Blackboard)
 - e. A link to Blackboard's log-in
3. Prepare your students for a successful start by including the following items:
 - a. The estimated number of hours each student should expect to commit to this course
 - b. Clarify if this is a fully online class or if there are campus visits required (if so, specify what these visits are for and, if possible at this point, how many there will be and provide the dates of the visits)
4. Where students should go or who they should contact (a url is fine) if they have trouble logging into the your course or don't understand how to log in
5. The url for the your campus' disabled students services center or representative who supports accommodations for disabled students
6. At least one resource for new online students (details about a new online student orientation or a link to an external "Are You Ready for an Online Class" quiz or presentation)
7. Your preferred method of contact

Online students often have an expectation that they can do their work on the weekends and, therefore, may not log in to Blackboard on the first day the course begins. We want to engage

our students quickly but we don't want to drop students too quickly, either. Remember that online students are not enrolled in a "Monday" class and many online students are enrolled in an online class because of the flexibility online classes provide. Please send them an email with your log in expectations for the start of the class and give them a couple of days to comply.

Consider having your students complete a quick low-stakes assignment or exam that will immediately engage them in the class and give their technology a compatibility check.

2. Dropping Students

Per Title 5, Section 58004, "Districts shall, according to procedures adopted by the Governing board, clear the rolls of inactive enrollment." Faculty are required to drop students who have not attended or who are no longer actively enrolled at the end of the 2nd week of classes." Faculty should clear the roles of inactive enrollment. Inactive enrollment is defined as follows: As of each census day, any student who has:

- A. Has been identified as a no-show
- B. Has officially withdrawn from the course, or
- C. Has been dropped from the course because the ***student is no longer participating.***
 - 1) No longer participating includes:
 - a) Excessive, unexcused absences
 - b) Non attendance
 - c) Failure to complete substantive coursework or interaction

Faculty drops done online are date driven. When you drop a student prior to census, the student is designated as a NS (no show) for State reporting. When you drop between census and the 75% point in your class, the student is given an EA (excessive absence). After 75% of your class, drops are not allowed. No "W" (withdrawal) grades may be assigned after the 75% point of a class. You will not be able to add students to the final roster/grade sheet. Theoretically, a student may have attended your class the entire semester without being enrolled and will not receive credit for the course or a grade. It is your responsibility to compare students attending your class with active students on your roster. All pertinent dates regarding adding/dropped/refunds are listed under section information of each course on WebAdvisor.

DO NOT ALLOW STUDENTS WHO ARE NOT PARTICIPATING TO REMAIN IN CLASS.

Online and hybrid classes have additional expectations for dropping students. You must document each student's activity within your class. When a student is no longer completing regular and substantive interaction in your class, you must drop this student. Please consider using assignments, discussions, exams, and Blackboard's Retention Center to help manage students' regular and substantive interaction. Please document your student's Last Day of Attendance (LDA) and have it readily available upon request.

3. Instructor Initiated Regular Effective Contact

Regular Effective Contact is mandated by Title 5 regulations. SCC has adopted a regular effective contact policy, which is available on the Blackboard Faculty Help site. The policy pertains to instructor-initiated contact with students mandated by Title 5 regulations. When administration receives complaints from students about online courses, the main reason is that the instructor has not kept in touch with them either by not answering emails promptly or by not posting announcements or discussion responses. Student retention and success rates are directly tied to how well faculty communicate with online students. Please become familiar with the policy. Faculty are required to initiate regular and effective contact with their students, create activities that promote student-to-student contact, and ensure students are regularly interacting with the course content.

Frequency

DE courses are considered the “virtual equivalent” of on-campus courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, on-campus course. At the very least, the number of instructor contact hours per week that would be available for on-campus students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format (based on the Carnegie unit).

Instructor Initiated Contact

Section 55204 of Title 5 defines Regular and Effective contact as “[contact] 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.” Web conference, video conference, podcast, or other synchronous technologies may also be used.

It is important to understand that Effective Contact is not narrowly defined. You can imagine that each instructor will have a different approach in their class and, therefore, Regular and Effective is up to interpretation. In general, however, ask yourself a few of the following questions. Are you getting to know your online students? Do you know them by name and know their strengths and weaknesses? Are you probing with follow-up questions that target knowledge gaps for a specific student? Have you referred several of your students to DSPS, Tutoring, EOPS, etc? Are you giving each student feedback on their exam or essay?

Online classes may seem cold and disconnected when our Regular and Effective Contact requirements are not being met. When they are being met, the online class is a vibrant source of interaction between the instructor and students and from student-to-student. Consider Facebook. Facebook is an environment that is, at its core, distance communication. Yet this distance is far from isolating; in fact, Facebook’s greatest ability is the ability to connect people. It is our job, as teachers, to create this dynamic environment of communication and

then bring it out of the superficial and in to deeper conversations and more meaningful interactions. Remember, also, that this contact should be documented. Email, discussion boards, assignment feedback are automatic methods of documenting this contact. But if you do have phone, Skype, or other transient conversations with your students, please document this activity. Consider documenting the time, date, who brought up the conversation and why, mode (for example, Skype conversation), and a summary of the conversation. Save any chat transcripts that you may have through third party sources, such as Google or AIM.

There are several tools one may use for Regular and Effective Contact. There are Discussion Boards, Wikis, Blogs, Journals, phone calls, conference calls, chat, twitter, Blackboard's Feedback tools, and much more. But it comes down to how you use these tools that define Regular and Effective.

Instructor Initiated Contact Examples

I will use the Discussion Board to promote Regular and Effective Contact in several ways.

1. As an icebreaker tool to get to know my students and have my students get to know each other. This will be a required assignment and students will be expected to engage by sharing and commenting on their classmate's posts.
2. As an open forum for students to ask questions. I will give other students points for answering questions, which will increase response time for students and reduce instructor load so that the instructor can focus on getting to know their students and their student's needs. The instructor will monitor this conversation and answer questions, guide the conversation, or make corrections as needed.
3. I will ask students to respond to questions about the course material. Referencing Bloom's taxonomy ([Bloom's according to LSU](#) - video, [Bloom's according to Seinfeld](#) - video) I will give my students asynchronous assignments (such as video lectures or homework assignments) to promote *Remembering* and *Understanding*. I will then use the discussion board to probe deeper into the material and ask students to *Apply*, *Analyze*, and *Evaluate* the material. I will further use Wiki assignments to provide students with the opportunity to *Create*. I will read and strategically respond to discussion board posts.

I will use videos in my class.

1. I will use Jing (a free computer screen recording tool) to record my Blackboard site and orient my students to each content area in Blackboard. A student who is oriented to my site can spend less time fumbling around looking for things and more time on the material.
2. I will create a weekly closed-captioned video announcement for my class. I will give my students the opportunity to watch the video announcement or read it.
3. Lecturing is important. I will use Jing or Camtasia to record lectures. Jing or Camtasia provide me with the opportunity to easily record my voice over a PowerPoint presentation and deploy that lecture as a video.

I will use Blackboard's exam statistics to see where my class is having difficulty and respond to that gap in knowledge with an appropriate assignment or lecture.

I will read discussion boards and respond to student inquiries regularly. I have listed in my syllabus days for which I will be offline. If I will not be able to contact my students back within 2 days I will post an announcement informing my students so that they understand there might be a delay in my response time.

I hope the examples above gave you some idea as to what Title 5 means by Regular and Effective Contact. Please contact the Distance Education Coordinator for more detail or for course guidance.

Remember that Regular and Effective Contact starts in the course design process. You will want your online class to be completely built out and designed in Blackboard so that you are able to spend all of your time on managing and communicating within your class, rather than designing or modifying it.

Brief Minimum Expectations

At a minimum please include the following in your online/hybrid class.

- Threaded discussion forums in Learning Management System (LMS), with instructor participation. Include a forum where students may ask general questions.
- Email or other communications
- Weekly course announcements within our LMS
- Timely, meaningful, and individual feedback for student work
- Instructor-prepared lectures or introductions to lectures and materials from other sources.
- Last Day of Attendance documentation
- The frequency of the contact will be at least the same as would be established in a regular, on-campus course. At the very least, the number of instructor contact hours per week that would be available for on-campus students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format (based on the Carnegie unit).
- Assignments that promote student-to-student contact/collaboration.

4. Evaluation Guidelines

New online instructors will have their first distance education course evaluated. After the initial evaluation, distance education courses will follow the same evaluation procedure as traditional lecture courses.

5. Visitation Protocols for Online Courses

Classes may be visited by faculty, staff, or management for the following reasons.

1. To ensure that the course is appropriately available to students in the course management system.
2. To ensure that regular effective contact is taking place as established in the SCC Regular Effective Contact Policy and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act.
3. In response to a request from the instructor in the course (questionable student conduct, technical problems, course development review, and recommendation).
4. In response to student complaints about the instructor, the course, or the course management system infrastructure. This visitation does not constitute a formal evaluation; however, a formal evaluation may be planned because of the visit.

6. Office Hours

Five (5) office hours per week shall be posted and maintained in the faculty members' office in accordance with the needs and convenience of the students and community members. Faculty who teach online courses shall have their office hours reduced by the ratio of 1 hour per 3 LHE of online courses taught.

7. Student Services for Online Students

Offering high quality student services is an integral part of supporting student success. Please continue to refer your online students to SCC's student services, such as Counseling, Tutoring, DSP&S, etc.

8. Email and Contact Archiving

District email is automatically archived and saved to comply with legal mandates. Please use District email for communicating with your students. Please contact the Help Desk for information on how you can better sort your inbox by class. If you choose to use your personal email for your online courses, please be sure that your communication with your students is archived and an extract is available for a period of 4 years, if an audit is required.

9. Technical Support

SCC is committed to making your interaction with technology a seamless one so that you can spend your time teaching, rather than struggling with technology. Please contact the Distance Education Coordinator for technology workshops and general support. Current Distance Education Coordinator contact information is available on the Blackboard Faculty Help site.

SCC is committed to making students interaction with technology a seamless one so that they can spend their time learning, rather than struggling with technology. Please provide your students with our Blackboard Help Desk contact information for online course and educational technology support. Current Help Desk contact information is available on the Blackboard Faculty Help site.

Portions of this document were adapted from Mt. San Jacinto College, Distance Education Faculty Handbook 2011-2012 and Long Beach City College's Regular and Effective Contact policy.



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Appendix

Regulations

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

55200. Definition and Application

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication 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 that may be imposed by 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).

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

Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.

55202. Course Quality Standards

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

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

References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact

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

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, 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. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

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

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

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

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Santa Ana College and Santiago Canyon College Regular Effective Contact Guidelines

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges state: These two sections emphasize the extent to which course quality depends upon the full involvement of faculty in DE design and application.

55211. Instructor Contact.

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

(a) All approved courses offered as distance education include regular effective contact between instructor and students, 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.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.

Note: Authority cited: Sections 70901 and 66700, Education Code.

Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211

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

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

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in person contact. Thus, districts will need to define “effective contact” **including how often, and in what manner instructor-student interaction is achieved.** It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office.

Rationale:

In traditional face to face classes, students have the opportunity to interact with the instructor in person to facilitate their learning. In the online or hybrid class, it is essential to ensure regular effective instructor/student contact to provide an effective learning environment. The instructor's role a source of information as well as a facilitator of communication must be closely delineated as it takes on different forms. In the face to face class, students meet with the instructor and receive announcements, course information, lectures, and participate in activities and discussions.

According to Title 5 regulations the same standards of course quality shall be applied to distance education classes as to traditional on campus courses with the only distinctions being the need for a separate curriculum approval process and the need to ensure regular effective contact. In the traditional face to face course, the interaction is in the form of lectures, group work activities and/or discussions, information such as responding to questions in class. Instructors also interact via the telephone, email, or office visits. The same qualities of regular effective contact should be applied to distance education.

Policy:

Regular effective contact in all distance education courses, whether fully online or hybrid, shall include: **Initiated interaction:** Instructors will regularly initiate interaction with students to ensure participation in course activities as well as to ascertain that they are accessing and comprehending course material.

Providing open ended question forums and or discussions is part of this interaction, but is not sufficient in itself.

Frequency: Because distance education courses are considered to meet the same quality standards, the frequency of contact will be at least the same as would be established in a traditional, face to face course. At the very least, the number of instructor contact hours per week that would be available for face to face students, will also be available, in asynchronous and/or synchronous mode, with distance education students. Contact should occur as often as is appropriate for the course in a manner that ensures that regular contact is maintained. It may be distributed in a variety of ways based on asynchronous instructional methodologies.

Establishing expectations and managing unexpected instructor absence: At the beginning of the semester, the syllabus should include the instructor and/or department policy describing the frequency and timeliness of instructor initiated contact and instructor feedback. The announcements area of the course will be used to notify students if an instructor must be out of contact for a brief period for an unexpected reason, such as illness or family emergency. If the instructor is offline for a lengthy time (more than three or four days) a substitute instructor should be available to assist students while the instructor is unavailable.

Type of Contact: All Santa Ana College and Santiago Canyon College distance education instructors will use varied means of contact, including, but not limited to, the following:

- Weekly announcements in Blackboard or other course management system;
- Discussion forums with appropriate and consistent feedback from instructor;
- Instructor prepared electronic lectures or introduction to any publisher created materials;
- Timely feedback for student work;
- General email;
- Telephone contact as necessary.

Suggestions: Instructors should also choose to use other forms of communication as mentioned in section 55211 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, email, or other activities.”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included.

A threaded discussion forum that is used for general questions about the course is very helpful and may be used along with weekly or other timely, question and answer sessions.

Online Teaching Faculty Readiness Checklist

Faculty interested in teaching online must complete the following requirements before teaching online.

1. ___ Dean, Department Chair, or Curriculum Chair complete Distance Education Addendum and confirm that the course outline has been approved for distance delivery

Dean Signature _____

1. Read the Distance Education Handbook and Complete the Blackboard Regular and Effective Contact Quiz (Distance Education Coordinator, 714.628.5007)

Distance Education Coordinator Signature _____

2. ___ Complete Blackboard Orientation (Distance Education Coordinator, 714.628.5007)

Distance Education Coordinator Signature _____

3. ___ Complete Accessibility Training – Ongoing Training by Appointment or Blackboard online training (Alternate Media Specialist, DSPS, 714.628.4864)

Alternate Media Specialist Signature _____

4. ___ Complete an Online Teacher Certificate Program. See examples below. Attach certificate to this form.

5. ___ Submit this completed form to the Distance Education Coordinator.

Online Instructor Certificate Program Examples:

Santiago Canyon College Online Instructor Readiness Certificate
@ONE Online Teaching Certification Program
UCLA Extension, Instructional Design for Online Programs
Cerro Coso, Certificate in Online Teaching
Saddleback, Online Educator Program

Brief Accessibility Checklist

Creating accessible Web-based resources is a necessary step towards a classroom environment that supports the learning needs of all students. This checklist identifies several of the basic steps relevant to creating accessible Web-based resources in an educational setting; it is not a complete list to creating accessible Web content.

Accessibility Issue	Yes	No	Unsure
Appropriate text descriptions for images.			
Transcript or alternative provided for audio.			
Captioning provided for multimedia content.			
At least one video is opened on the user's computer (i.e., video is not embedded on the Web page).			
Hyperlinks provide clear information as to end location or function.			
Other elements beside color are used to convey information (e.g., asterisk, etc.).			
Sufficient color contrast is present to differentiate between the foreground and background.			
Instructor has understanding of how to alter assignment time limit for student with appropriate accommodation.			
Tables with data have appropriate row and column headers identified.			
MS PowerPoint presentations accessible or are available in an accessible format			
Adobe PDF documents are accessible or available in an accessible format			
Contact information is available to obtain materials in alternate formats (if appropriate).			

Accessibility Checklist

Creating accessible Web-based resources is a necessary step towards a classroom environment that supports the learning needs of all students. This checklist identifies several of the basic steps relevant to creating accessible Web-based resources in an educational setting; it is not a complete list to creating accessible Web content.

Images

Appropriate text descriptions for images:

Yes

No

Sometimes

Images contain a text description using one of the following methods:

1. For brief images, include a text description for the image.
2. For images that are more complex, include a brief description (as identified above) and include more description within the text of the page – either above or below the image.
3. If it is not possible to include a description of the image in the page, provide a link to a description of the image or use the "longdesc" attribute to link to an informational page.

Note

For images that are purely decorative, set the text description to a null value. For example, alt="". This can be accomplished in a Web authoring tool by selecting <empty> as the alternative text (i.e., Dreamweaver) or by selecting the Text checkbox in the Picture Properties dialog window (i.e., FrontPage 2003).

Audio

Transcript or alternative provided for audio:

Yes

No

Sometimes

Audio content requires a text transcript of the corresponding audio information.

1. For an audio track, provide a text transcript to the audio content. A simple method is to just provide a hyperlink to the text content.
2. If the audio track is music, identify the musical composer and any lyrics as part of the track.

Video

Captioning provided for multimedia content:

Yes
No
Sometimes

At least one video is activated within its own player (not embedded on Web page):

Yes
No

Video content requires the inclusion of captioning. Captioning is the synchronization of the presentation with any dialogue or audio-based activities in the video (i.e., music playing, etc.).

1. For any video content, provide captioning for the media presentation.
2. Provide one method to the user to open the media player on their computer (as opposed to embedding the player on a Web page). If the video must be embedded on a Web page, make sure that the playback controls can be accessed from the keyboard (e.g., able to "tab" to the controls).
3. Avoid setting the media player to automatically start playing the media presentation when the page is first displayed. If possible, let the user start the video rather than the video automatically playing.

Hyperlinks

Hyperlinks provide clear information as to end location or function Yes

No
Sometimes

When creating hyperlinks, be descriptive as to the function or location the hyperlink will take the student. Hyperlink text of "Click Here..." does not provide information as to "where" the hyperlink will take the student.

Color

1. Other elements beside color are used to convey information:

Yes
No
Sometimes

When using color for Web-based materials, avoid using color by itself to convey information (e.g., click on the "green" hyperlinks). One option may be to use symbols to identify a change in the presentation of content. For example, instead of using "red" to identify a change in content, use a "red asterisk".

2. Sufficient color contrast is present to differentiate between the foreground and background content.

Yes

No

Avoid using text and background colors that do not provide sufficient contrast. For example, do not use white color text on a light blue background – this combinations would not have enough contrast between the foreground text and background color. Also check the page to ensure hyperlinks and background colors have sufficient contrast.

Time Limitations for Assignments

Instructor has understanding of how to alter assignment time limit for student with appropriate accommodation.

Yes

No

Students often qualify for extended testing time as an accommodation for their disability. Many learning management system tools can limit the amount of time allocated to a student for tests, quizzes, assignments, etc. It is necessary to understand how to increase the total time allocation for students who are approved for extended time on assignments within learning management systems.

Data Tables

Tables with data have appropriate row and column headers identified:

Yes

No

Data tables (those that are used to display tabular data rather than tables for layout purposes) require additional code to properly interact with specialized technologies. It is necessary to identify the headers of the row and column data using "table header" methods or the scope attribute.

MS PowerPoint

MS PowerPoint presentations are available in an accessible format:

Yes

No

The Web-based version of MS PowerPoint presentations does not provide an accessible interface. Provide at least one other version of the presentation format. Accessible presentations may be created using the Accessible Web Publishing Wizard (<http://www.accessiblewizards.uiuc.edu/>) or LecShare/LecShare Pro (<http://www.lecshare.com/>). One option may be to have two separate hyperlinks – one hyperlink directed to the accessible version and a second hyperlink directed to the PowerPoint presentation.

Adobe PDF

Adobe PDF documents are available in an accessible format:

Yes

No

Adobe PDF documents can be created such that the PDF itself is accessible. This requires recent versions of MS Office and Adobe Acrobat. If the PDF document cannot be made accessible, provide another version of the format or identify where the student may obtain an alternate format of the document.