

SANTIAGO CANYON COLLEGE DISTANCE EDUCATION FACULTY HANDBOOK

Santiago Canyon College

Distance Education

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Mission Statement

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, to act, to communicate, and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

(Approved by RSCCD Board of Trustees, 12-04-17)

Version History

[date] Spring 2022, major revision update. Academic Senate Approval, [date]

- Notes:
 - updated Regular and Effective Contact Guidelines, approved by the Academic Senate on May 18th, 2021, Resolution S2021.10.
 - Updated modes of instruction
 - Updated training can currency guidelines
 - Added Glossary of Terms

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Teaching Online Preparation

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 Modes of Instruction, Credit Classes

All online classes must meet SCC’s [Regular and Effective Contact guidelines](#) and [ADA expectations](#).

Online (O)

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

Self Service/WebAdvisor student statement:

“Fully Online Instruction. Students are required to log in to Canvas by the first day of class for detailed information and required course work. <https://sccollege.edu/Canvas>. There will be no scheduled instructional meetings.”

Online - Remote Live (OL)

Online - Remote Live classes (DINT1) are online classes. Online live classes use communication technologies, such as Confer Zoom, to meet online, synchronously. Online Live classes are primarily used in emergency situations, when students and teachers cannot safely meet on campus.

It is important to note that when an on-campus face-to-face class becomes a Online Live class, that class is now an online class and must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“Fully Remote Live Instruction. Live streaming instruction via Zoom during the days and times

indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>. There will be no instruction on-campus.

Online - Remote Live with Lab (LABOL)

Online - Remote Live classes (DINT1) are online classes. Online live classes use communication technologies, such as Confer Zoom, to meet online, synchronously. Online Live classes are primarily used in emergency situations, when students and teachers cannot safely meet on campus.

It is important to note that when an on-campus face-to-face class becomes a Online Live class, that class is now an online class and must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“Fully Remote Live Instruction. Live streaming instruction via Zoom during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>. There will be no instruction on-campus.”

Hybrid (H)

A Hybrid Class (DINT2) is a combination of an Online class and an on-campus class. If any portion of the scheduled class hours are replaced with online learning, the class is considered an online class and must meet our online course requirements. The online portion of a Hybrid class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“On-Campus Hybrid Instruction. A combination of online instruction and on-campus meetings during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>.”

Hybrid with Lab (H)

A Hybrid Class (DINT2/LAB) is a combination of an Online class and an on-campus class. If any portion of the scheduled class hours are replaced with online learning, the class is considered an online class and must meet our online course requirements. The online portion of a Hybrid class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“On-Campus Hybrid Instruction. A combination of online instruction and on-campus meetings during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>.”

Online - Virtual Hybrid (VH)

Virtual Hybrid (DINT3) classes are a combination of an online asynchronous class and a synchronous Online - Remote Live class. It is important to note that all portions of the Virtual Hybrid class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“Virtual Hybrid Instruction. A combination of online instruction and some live streaming instruction via Zoom during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>. There will be no instruction on-campus.”

Online - Virtual Hybrid with Lab (VH)

Virtual Hybrid (DINT3) classes are a combination of an online asynchronous class and a synchronous

Online - Remote Live class. It is important to note that all portions of the Virtual Hybrid class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“Virtual Hybrid Instruction. A combination of online instruction and some live streaming instruction via Zoom during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>. There will be no instruction on-campus.”

Online Live Hybrid with Lab (LABOL)

Online Live Hybrid with Lab (DINT4) classes are a combination of an online live zoom class and an on-campus lab. It is important to note that all portions of the online live class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“A combination of on-campus meetings and live streaming instruction via Zoom during the days & times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>.”

HYFLEX (OL)

Online - Remote Live classes (DINT1) are online classes. Online live classes use communication technologies, such as Confer Zoom, to meet online, synchronously. Online Live classes are primarily used in emergency situations, when students and teachers cannot safely meet on campus.

It is important to note that when an on-campus face-to-face class becomes a Online Live class, that class is now an online class and must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“Fully Remote Live Instruction. Live streaming instruction via Zoom during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>. There will be no instruction on-campus.

Online Modes of Instruction, Noncredit

All online (non-correspondence) classes must meet SCC’s [Regular and Effective Contact guidelines](#) and [ADA expectations](#).

Online (O)

Online classes (DINT, DINT 8, DINT 9) are classes in which students work entirely without having to come to the college facility. Arranged proctored tests may be available in this modality (students do not have to come to campus to take tests); orientations and/or face-to-face class meetings may be optional.

Self Service/WebAdvisor student statement:

“Fully Online Instruction. Students are required to log in to Canvas by the first day of class for detailed information and required course work. <https://sccollege.edu/Canvas>. There will be no scheduled instructional meetings.”

Online - Remote Live (RL)

Online - Remote Live classes (PANC) are online classes. Online live classes use communication technologies, such as Confer Zoom, to meet online, synchronously. Online - Remote Live classes are primarily used in emergency situations, when students and teachers cannot safely meet on campus.

It is important to note that when an on-campus face-to-face class becomes an Online Remote Live class, that class is now an online class and must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“Fully Remote Live Instruction. Live streaming instruction via Zoom during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>. There will be no instruction on-campus.”

Hybrid (H)

A Hybrid Class (DINT, DINT 8, DINT 9) is a combination of an Online class and an on-campus class. If any portion of the scheduled class hours are replaced with online learning, the class is considered an online class and must meet our online course requirements. The online portion of a Hybrid class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“On-Campus Hybrid Instruction. A combination of online instruction and on-campus meetings during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>.”

Virtual Hybrid (VH)

Virtual Hybrid (DINT, DINT 8, DINT 9) classes are a combination of an online asynchronous class and a synchronous Online - Remote Live class. It is important to note that all portions of the Virtual Hybrid class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“Virtual Hybrid Instruction. A combination of online instruction and some live streaming instruction via Zoom during the days and times indicated. Students log in to Canvas. <https://sccollege.edu/Canvas>. There will be no instruction on-campus.”

Synchronous Hybrid (SH)

Synchronous Hybrid (DINT, DINT 8, DINT 9) or HyFlex classes are a combination of synchronous On-Campus and synchronous Online - Remote Live class. This class will have scheduled times for both the On-Campus and Online Live components.

It is important to note that the Online Live portion of the Synchronous Hybrid class must meet all of our online class expectations.

Self Service/WebAdvisor student statement:

“On-Campus Hybrid Instruction. A combination of on-campus meetings and live streaming instruction, via Zoom, during the days and times indicated. Students log in to Canvas.”

Correspondence (C)

Correspondence (PANC) classes provide instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction

between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

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 and paid for by Santiago Canyon College.

The use of online algorithmic or live proctoring must be approved by your Division Dean. The use of proctoring software must also be clearly stated in the class schedule as a requirement and a justification should be included in the course Distance Education Addendum. Payment for online proctoring cannot be passed on to the student.

Curriculum Approval

Course Curriculum Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately through a Distance Education Addendum. 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.

The Distance Education Committee is responsible for the review of Distance Education addendums. Distance Education Addendums are also reviewed by the Curriculum Committee members during the curriculum review process.

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.

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.

Distance Education Addendum (DEA or EDEA)

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

Emergency Distance Education Addendums (EDEA) are for classes that can only be taught online for emergency purposes.

Method of Delivery

The Distance Education Addendum (DEA) will clearly outline whether the class is Online or Hybrid only.

Instructor and Student Contact

Each section of the course that is delivered through distance education will include instructor-initiated Regular and Effective Contact between instructor and students. Assignments and activities will also promote regular student-to-student contact. See *Important Policies, section 3*, for a more detailed description of instructor initiated regular and effective contact.

Student-to-Student Contact

The class outlines an effective strategy for engaging students in dialog, metacognition, collaboration, peer review or other similar community activities which support the learning objectives of the course or are designed to create community.

Examples of how learning will be evaluated

The learning objectives for the class will be reviewed and assessments will be clearly described, which effectively meet the online class environment.

List any special texts, equipment, or supplies needed

A thorough review of text, equipment, and supplies needed for the online environment will be clearly listed.

Describe college resources needed

Due to the distance of online class students, a thorough review of needed campus resources should be clearly defined and a strategy for providing students with the required resources shall be listed.

Americans with Disabilities Act (ADA)

All online classes are required to be ADA Accessible before being offered to the public. A description of course materials (including hardware, software, books, etc.) shall be listed and a brief description of how they will be made ADA accessible shall be defined. Some materials may not be able to be fully ADA Accessible. For those essential learning aids, which cannot be made fully accessible, an accommodation strategy should be clearly outlined.

Training and Support, Credit and Noncredit

Online Teaching Certification

All faculty teaching Online, Hybrid, Virtual Hybrid, or Remote Live classes must meet readiness standards prior to online teaching.

The Distance Education Committee (DEC) is a shared governance committee. DEC will address the evolving technology needs of SCC in a variety of areas related to the use of technology for instructional purposes. The DEC 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, which requires training for faculty members prior to teaching online and/or hybrid courses:

- Complete an SCC Online Teaching certificate (free for currently employed faculty); or
- Complete the @One Certificate of Online Teaching and Design (120 hours); or
- Demonstrate prior successful experience in teaching distance education course(s) at SCC

Online Teaching Currency

The laws, effective practices, and technologies available for teaching online classes are constantly evolving. Instructors who teach online are responsible for keeping current with evolving online class expectations and effective practices. In order to maintain currency, instructors must attend online teaching professional development workshops. Instructors should target a minimum of 3 hours per academic year of professional development credit with a workshop that is focused on online teaching or technology. Online instructors will determine when a professional development workshop is relevant and will not be required to report this requirement to their Division separately from their normal professional development obligation. Currency training will not be separately considered in faculty evaluations. Occasionally online teaching laws or expectations will change at the State or Federal level. When a substantive change occurs, instructors will be required to complete a brief workshop which will explain any important changes in our policy or online class expectations.

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 made available to students***. 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. The use of any third-party technologies must be evaluated for accessibility and an accommodation plan should be developed to address any accessibility barriers.

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.

Authentic assessments, which help identify students and help prevent cheating, are encouraged when converting assessments from the classroom to an online environment.

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](#) . Faculty can assist students to be ready to take an online class, which will help with online course retention rates.

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 required to read the shared [Copyright 101 module](#) created by BYU during the online teaching certification. “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 their Dean 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.

Important Policies

Online Class Effective Practices

Orientation and Student Readiness

Orienting students to online learning is an important first step in ensuring student success in online classes. SCC faculty should 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 and be sure to include the following in your course orientation.

1. Welcome your student to the class in an encouraging tone
2. Explain the "Course Basics" in a welcome letter including:
 - a. The name of your course
 - b. The date it begins
 - c. The duration of the course
 - d. Canvas login information (consider emailing this list to your students as well as posting it in Canvas)
 - e. A link to the Canvas URL
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 course or don't understand how to log in
5. SCC's approved DSPS statement.
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 Netiquette policy
8. Your Regular and Effective Contact policy including
 - a. Your preferred method of contact(s)
 - b. Expected time for a reply
 - c. Office hours (if any)
 - d. Type and frequency of feedback that the student can expect to receive

- e. In-class communication expectations, including how the professor will be communicating and details for any student-to-student communication or collaboration

Online students often have an expectation that they can do their work on the weekends and, therefore, may not log in to Canvas 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. A formative quiz (learning quiz that can be taken multiple times) on the class Syllabus can be an effective way of engaging your students into your online class while learning the class expectations.

Regular and Effective Contact

Instructor-Initiated interaction: Instructor-initiated contact refers to instructors contacting their students. Examples of instructor-initiated contact are, but are not limited to, providing regular interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Other aspects of instructor-initiated contact are providing timely assignment feedback, regularly clearing the roster of students who are not attending (attendance definition below), regularly participating in class discussions, and contacting students with additional feedback, such as recognition or helpful critiques of course participation or assignment rigor, assignment feedback timelines, examples, and other instructor-initiated contacts should be clearly defined in the syllabus and where relevant or helpful in the course.

Student-Initiated Contact: Student-Initiated contact refers to student's ability to contact their instructor or other students in the course. Clear instructions should be provided by the instructor for preferred contact methods and expected response times.

Student-to-Student Interaction: Student-to-Student Interaction refers to student's ability to contact each other in the course. Student-to-Student Interaction is a Title V requirement. Instructors are responsible for providing Student-to-Student interaction, such as group work, peer reviews, discussions, chats, study groups, etc. in the Course Management System.

Frequency: DE Courses are considered the "virtual equivalent" to on-campus courses. Instructors will have weekly contact with students. Communication methods such as, discussion board participation, assignment feedback, or live or asynchronous communication may be used.

Establishing Instructor Communication Expectations 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.

Sample Types of Contact:

Regarding the type of contact that will exist in all SCC DE courses, instructors may use any the following types of resources to initiate contact with students and among students:

- Interactive tools, such as regular discussion boards, blogs, wikis, and chat, within the course management system, with appropriate active instructor participation.
- General email/messages
- Meaningful announcements in the Course Management System
- Timely and meaningful feedback for student work.

- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the on-campus class.
- Instructor-created videos with helpful information, instruction, and/or with the intent of humanizing the classroom.

Online Attendance and Drop Policy

Students are expected to complete regular and substantive coursework in online classes. In distance education context, coursework will be used to determine student attendance. Simply logging into an online class is not sufficient to demonstrate academic attendance by the student. Examples of coursework for online classes might include, but are not limited to, class discussions, completed assignments, completed quizzes or exams, group work, etc. Students who fail to submit substantive coursework, which meets the instructor’s expectation for rigor, by the due date will be dropped from the class. Assignment rigor expectations may be given to the student in assignment feedback or may be defined in the instructors regular and effective contact policy in the course syllabus. Please refer to the class syllabus and the class section information, found in the class schedule, for the specific attendance (regular and substantive coursework) requirements.

Evaluation Guidelines

Faculty wishing to perform a self-evaluation of their online class are encouraged to use the California Virtual Campus’s (CVC) [Course Design Rubric](#) (opens in a new window). All other evaluations will follow the currently negotiated FARSCCD contract.

Visitation Protocols for Online Courses

Classes may be visited by the Canvas support technician for the following reasons.

1. In response to a request from the instructor in the course (questionable student conduct, technical problems, course development review, and pedagogical or technical recommendation).
2. Course evaluation in compliance with FARSCCD Contract, Article 8 (page 42).

Office Hours

Faculty who teach online courses shall have their office hours reduced by the ratio of 1 hour per 3 LHE of online courses taught.

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, DSPS, etc. Student Services will listed within Canvas. Please consider using or linking to the home page provided to you.

Email and Contact Archiving

District email is automatically archived and saved to comply with legal mandates. You are required to 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. Using email to provide students with grade information is prohibited. Please use the Canvas Grades area to discuss academic performance.

Technical Support

SCC is committed to making your interaction with technology a seamless one so that you can spend your time teaching, rather than TECHing. Please contact the Distance Education Coordinator about technology workshops and general support. The Distance Education Coordinator is Scott James, james_scott@sccollege.edu, (714) 628-5007, L-106 or our Distance Education Services Specialist, Amanda Carpenter, carpenter_amanda@sccollege.edu, (714) 628-4974.

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

Santiago Canyon College Regular Effective Contact Policy 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 on-campus classes, 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, 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, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. 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 and the latest amendment, 2-2019, includes responsibility for student-to-student contact.

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 and to conduct regular effective contact among students. 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 and to have regular opportunities to contact each other.

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 on-campus 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.

Background:

In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student 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 an on-campus course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. 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, face-to-face office visits, or live electronic interaction utilizing tools within the LMS for virtual conferencing.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all DE courses, which include online, hybrid and remote instruction courses. Therefore, it is assumed that those qualities of regular effective contact described above for the on-campus environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each DE course/section or session”.

SCC Policy:

All DE courses at SCC, whether fully online, hybrid or remote instruction will include the regular effective contact as described below:

Regular and Effective Contact

- **Instructor-Initiated interaction:** Instructor-initiated contact refers to instructors contacting their students. Examples of instructor-initiated contact are, but are not limited to, providing regular interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Other aspects of instructor-initiated contact are providing timely assignment feedback, regularly clearing the roster of students who are not attending (attendance definition below), regularly participating in class discussions, and contacting students with additional feedback, such as recognition or helpful critiques of course participation or assignment rigor, assignment feedback timelines, examples, and other instructor-initiated contacts should be clearly defined in the syllabus and where relevant or helpful in the course.
- **Student-Initiated Contact:** Student-Initiated contact refers to student’s ability to contact their instructor or other students in the course. Clear instructions should be provided by the instructor for preferred contact methods and expected response times.

- **Student-to-Student Interaction:** Student-to-Student Interaction refers to student’s ability to contact each other in the course. Student-to-Student Interaction is a Title V requirement. Instructors are responsible for providing Student-to-Student interaction, such as group work, peer reviews, discussions, chats, study groups, etc. in the Course Management System.
- **Frequency:** DE Courses are considered the “virtual equivalent” to on-campus courses. Instructors will have weekly contact with students. Communication methods such as, discussion board participation, assignment feedback, or live or asynchronous communication may be used.
- **Establishing Instructor Communication Expectations** 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.

Sample Types of Contact:

Regarding the type of contact that will exist in all SCC DE courses, instructors may use any the following types of resources to initiate contact with students and among students:

- Interactive tools, such as regular discussion boards, blogs, wikis, and chat, within the course management system, with appropriate active instructor participation.
- General email/messages
- Meaningful announcements in the Course Management System
- Timely and meaningful feedback for student work.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the on-campus class.
- Instructor-created videos with helpful information, instruction, and/or with the intent of humanizing the classroom.

Online Attendance and Drop Policy

Students are expected to complete regular and substantive coursework in online classes. In distance education context, coursework will be used to determine student attendance. Simply logging into an online class is not sufficient to demonstrate academic attendance by the student. Examples of coursework for online classes might include, but are not limited to, class discussions, completed assignments, completed quizzes or exams, group work, etc. Students who fail to submit substantive coursework, which meets the instructor’s expectation for rigor, by the due date will be dropped from the class. Assignment rigor expectations may be given to the student in assignment feedback or may be defined in the instructors regular and effective contact policy in the course syllabus. Please refer to the class syllabus and the class section information, found in the class schedule, for the specific attendance (regular and substantive coursework) requirements.

Online Teaching Faculty Readiness Checklist

Faculty interested in teaching an online class for the first time should complete the following requirements before teaching online.

1. Check with your department chair to determine if the class is appropriate for teaching online.
2. Check that the course being taught has an approved Distance Education Addendum.
3. Receive approval from your Dean to teach the section online.
4. Complete an SCC approved Online Teaching Certification. Completing the OTC does not guarantee that you will be assigned an online class.

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

Checklist for Accessibility

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.).

3. For any video content, provide captioning for the media presentation.
4. 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).
5. 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.

Glossary of Terms

ADA

American's with Disabilities Act

CC

Creative Commons. Openly licensed materials may have a CC copyright attribute.

Colleague

Colleague is our Enterprise Resource Planning system. Also referred to as Ellucian, WebAdvisor, or Self Service.

CMS

Course Management System (currently Canvas)

CVC

California Virtual Campus

DEA

Distance Education Addendum

DEC

Distance Education Committee

DINT, DINT1, DINT2, DINT3, DINT4

DINT stands for distance education classes. It is used internally for coding classes in Colleague (WebAdvisor/Self Service). DINT is online, DINT1 is Remote Live, DINT2 is Hybrid, and DINT3 is Virtual Hybrid, and DINT4 is Synchronous Hybrid.

EA

Excessive Absence

EDEA

Emergency-Only Distance Education Addendum

(H)

Symbol for Hybrid Class

NS

No Show

(O)

Symbol for Online class

OTC

Online Teaching Certificate

SCC

Santiago Canyon College

REC

Regular and Effective Contact (equivalent to Regular and Substantive Interaction, RSI)

(RL)

Symbol for Remote Live Class

RSI

Regular and Substantive Interaction (equivalent to Regular and Effective Contact, REC)

Self Service

Self Service is our new student registration system. It is the student interface to Colleague. Self Service is currently replacing WebAdvisor.

(SH)

Synchronous Hybrid

(VH)

Symbol for Virtual Hybrid Class

WebAdvisor

WebAdvisor is our student registration system. It is the student interface to Colleague. WebAdvisor is being phased out and will be replaced by Self Service.

W

Withdraw

@One

California State Chancellor's Office supported training center. Also Called Online Network of Educators. Managed by the California Virtual Camps.