



DISTANCE EDUCATION FACULTY HANDBOOK



Santiago Canyon College

What happens here matters.

Santiago Canyon College, Distance Education Committee

8045 East Chapman Avenue, Orange, CA 92676

Senate Approval Date: DRAFT

Santiago Canyon College Mission:

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

Spring 2023, Substantive update due to Title 5 changes

Spring 2022, major revision update. Academic Senate Approval, April 3, 2022

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Updated Regular and Substantive Interaction 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

Updated Closed Captioning rules and guidance.

April 18, 2023:

Major revision due to Title 5 updates

Senate Approved

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Policy and Effective Practice in Distance Education

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.
5. Work with your dean to comply with our [Publication of Course Standards guidelines](#). This includes posting technologies, that have not been provided to you by RSCCD, that you require in your classroom, any proctoring requirements, and any synchronous or on-campus requirements.

Santiago Canyon College Regular and Substantive Interaction Policy

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges can be found on the Westlaw site, linked below.

[Title 5, Article 1. Distance Education](#)

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 an approved curriculum approval process and the need to ensure Regular and Substantive Interaction. 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 and Substantive Interaction 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 and Substantive Interaction 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 and Substantive Interaction as described below:

Regular and Substantive Interaction

- **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 may be clearly defined in the syllabus and where relevant or helpful in the course.
- **Student-Initiated Contact:** Student-Initiated contact refers to students' 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 students' ability to contact each other in the course. Student-to-Student Interaction is required in online classes at SCC unless it is not practical or possible for a specific class. If student-to-student contact is not required in a class, the rationale must be described in the Distance Education Addendum. 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 regular contact throughout the week with students. Communication methods such as, discussions 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. Including a Regular and Substantive Interaction policy in the syllabus is strongly encouraged.

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 discussions, 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, create the "virtual equivalent" of the on-campus class.

- Instructor-created videos with helpful information, instruction, and/or with the intent of humanizing the classroom.

Publication of Course Standards and Technologies

[Publication of Course Standards](#)

All of our distance education classes need to publish the following information before enrollment.

- (1) All online and in-person synchronous meeting days/dates and times;
- (2) Any required asynchronous in-person activities;
- (3) Any required *technology platforms, devices and applications;
- (4) Any test or assessment proctoring requirements.

If you require any of the above in your class, please work with your Division to have your requirements published in Self-Service.

*Note: all technologies need to be evaluated by ITS to ensure that they comply with our Data Privacy and Accessibility obligations. Please contact the Distance Education office for this technology review if you use technologies that are not provided to you by RSCCD.

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 instructor's Regular and Substantive Interaction 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.

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 Substantive Interaction 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
 - a. 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.

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.

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.

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 be listed within Canvas. Please consider using or linking to the home page provided to you.

Email and Contact Archiving

District email and the Canvas Inbox is automatically archived and saved to comply with legal mandates. You are required to use District email or the Canvas Inbox 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 Instructional Designer, Amanda Carpenter, carpenter_amanda@sccollege.edu, (714) 628-4974.

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).

Definitions of Online Modes of Instruction

Online Modes of Instruction, Credit Classes

All online classes must meet SCC's [Regular and Substantive Interaction 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 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 - Online 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 an Online Live class, that class is now an online class and must meet all of our online class expectations.

Self Service 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 an Online Live class, that class is now an online class and must meet all of our online class expectations.

Self Service 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 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 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 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 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 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>.”

Hybrid Flexible (HYFLEX) (HF)

Online and face-to-face blend. Students can choose whether they will attend online live or attend

Self Service student statement:

“A combination of on-campus meetings and live streaming instruction via Zoom during the days & times indicated. Students choose whether they wish to come to campus or attend via Zoom.”

Online Modes of Instruction, Noncredit

All online (non-correspondence) classes must meet SCC’s [Regular and Substantive Interaction 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 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 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 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 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 (PANC) 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 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 (DINT, DINT 8, DINT 9) 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.

Distance Education Curriculum Approval

Each proposed or existing course offered by distance education shall have an approved Distance

Education Addendum.

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 Distance Education addendums. Distance Education Addendums are also reviewed by the Curriculum Committee members during the curriculum review process.

References:

[§ 55202. Course Quality Standards.](#)

[§ 55206. Separate Course Approval](#)

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, Hybrid, or EDEA only.

Instructor and Student Contact

Each section of the course that is delivered through distance education will include instructor-initiated Regular and Substantive Interaction between instructor and students. Assignments and activities will also promote regular student-to-student contact. See our [Regular and Substantive Interaction](#) policy for a more detailed description of instructor initiated Regular and Substantive Interaction.

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. In classes where student-to-student contact is not possible or particle shall list the reasons for not having student-to-student contact in the Distance Education Addendum.

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

Adjunct professors may teach any online mode at SCC, while they are completing SCC's OTC, if they meet the following qualifications.

- Has had an online course quality badged by the CVC, or
- Has taught online for 4 or more sections taught over a period of 2 or years or more, and
- Has been certified to teach online at another California Community College.

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.

Closed Captioning Guidelines

Perhaps the most discussed aspect of accessible video is closed captioning, but misinformation about captioning runs rampant! To ensure you're using and creating accessible video, it's important to understand closed captioning guidelines so you'll know exactly what you're being asked to do.

What are closed captions?

First, it's important to clarify the language! Closed captions are added to a video to ensure all auditory material, including music and sounds, are perceivable to someone who is hearing impaired. Closed captions can be turned off and on using the "cc" button on the video player. Open captions, on the other hand, are part of the video, and cannot be turned off and on (these are called "burned in"). Either will satisfy the Section 508 requirement, though closed captions are preferred according to the cognitive theory of multimedia learning modality principle.

Moreno and Mayer (1999) explain: "According to the modality principle, when giving a multimedia explanation, words should be presented as auditory narration rather than as visual on-screen text; that is, words should be presented auditorily rather than visually." Though there are also studies that show many learners benefit from captions, with closed captions, student can turn off the captions if that is their preference. Thus, closed captioning addresses all learning modalities.

Who benefits?

While some argue that closed captions are a lot of work to meet the needs of a small group of students, like curb cuts, it turns out that universal design benefits many. In fact, in a recent survey of student use of captions, researchers with 3PlayMedia discovered 75% of students use captions, and over a third of students use captions frequently. If you're wondering why, here's a short list of the most common reasons students use closed captions:

- they are deaf or hard of hearing
- they are listening/viewing in a public place;
- they are listening/viewing at work;
- captions help with studying.

While captioning can be labor intensive, there are tips, techniques, and shortcuts that can help! Here are the four basic guidelines for captioning outlined by [3PlayMedia \(Links to an external site.\)](#):

1. The captioning must be **complete**, which means the video must be captioned from start to finish, including noting opening music and background noises, when intentional.
2. The captions must be 99% **accurate**. This means, literally, word-for-word, including grammar and punctuation.
3. The captions should display **synchronously** with the audio, running neither too fast or too slow, and they should be on-screen an adequate amount of time to allow careful reading.
4. The caption **placement** should not obscure other important information. Usually, captions are placed at the bottom of the screen.

Transcripts

Transcripts alone are not sufficient for video. Whenever you have pictures and sound, then the captioned text and video must be synchronized. Imagine if the speaker says, "Never mix these two ingredients," and you do not know what is being shown on the screen! Transcripts are fine for audio-only podcasts, however, as there is no picture with which to synchronize the text.

Captioning Exceptions

Because captioning can be labor intensive, many instructors wonder, "Do I have to caption everything?!?" The following short list outlines exceptions, **though these special cases should truly only be used as exceptions to the rule**:

"Raw footage" is exempt

Raw footage is defined as materials that are for a single, restricted use and are not archived. An example might be student videos. If the only audience for the video is the instructor, the students would not need to caption their work. However, let's say that the instructor makes student videos a part of a class assignment--each student needs to view and write a reaction to a given video, for example--then the student video would need to be captioned. In other words, the status of the video's creator as a student does not mean it should or should not be captioned; rather, the status of the video as **required instructional material** or not determines whether it should or should not be captioned.

Another example might be a longer video from which only clips will be taken. If the compendium of clips is archived and reused, then that would need to be captioned; however, the original from which the clips were taken would not need to be.

Feedback to students is exempt

Video feedback to your students would be considered "raw" footage, and thus does not have to be captioned. There is a caveat to this strategy, however. In an online course, students do not need to self-identify as hearing impaired. Before providing video feedback to students (which is a terrific feedback form that many students love!), let your students know you will send video feedback, and allow them to "opt out" if they would like written feedback.

Restricted-access materials MIGHT be exempt

When a video will be shown only to a restricted set of users and none of those users require captions, you do not need to caption. An example might be a password protected class in which a video specifically for that class is shown. Please note that if the video is meant to be a permanent part of the class term after term, then this exemption no longer applies as you do not know who might be taking the class in the future.

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 Honesty

Introduction

Students at Santiago Canyon College are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of

another without authorization or uses unauthorized materials or fabricated information in any academic exercise. We, as an institution, also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

Procedures

In cases where a violation of academic honesty is discovered, the faculty member is encouraged to file an "Academic Honesty Incident Report" form and distribute the form as specified.

There are two categories of sanctions: Limited and College-wide. Limited sanctions include an academic action such as assigning a lower grade or a grade of "F or zero" for the test or project. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the college.

In matters relating to academic honesty violations, the primary responsibility for employing the Limited Sanctions rests with the instructor and the academic division where the violation allegedly occurred. The Associate Dean of Student Development will assist in all College-wide disciplinary sanctions at Santiago Canyon College.

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 and its use must meet our legal obligations. 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. An alternate proctoring method, which is acceptable to the student and the teacher, will be available upon a student's request. Payment for online proctoring cannot be passed on to the student.

Copyright

Copyright is a type of intellectual property that protects **original works of authorship** as soon as an author **fixes** the work in a **tangible form of expression**. In copyright law, there are a lot of different types of works, including paintings, photographs, illustrations, musical compositions, sound recordings, computer programs, books, poems, blog posts, movies, architectural works, plays, and so much more! [https://www.copyright.gov/what-is-copyright/]

If you would like to learn more about copyright, BYU has created a comprehensive [Copyright Certification website](#), which you can use for free.

If you have additional questions regarding copyright, please contact the Distance Education office.

The Teach Act

Copyright law provides educators with a separate set of rights in addition to fair use, to display (show) and perform (show or play) others' works in the classroom. These rights are in [Section 110\(1\)](#) of the Copyright Act and apply to any work, regardless of the medium.

The TEACH Act of 2002, expanded the scope of online educators' rights to perform and display works and to make copies integral to such performances and displays, making the rights closer to those we have in face-to-face teaching. [[University of Texas Library](#)]

If you plan on relying upon the TEACH Act of 2002, please review the [TEACH Act Checklist](#) and work with our campus legal representative to ensure we are in compliance with this important copyright law.

Creative Commons

The Creative Commons copyright licenses and tools forge a balance inside the traditional “all rights reserved” setting that copyright law creates. Our tools give everyone from individual creators to large companies and institutions a simple, standardized way to grant copyright permissions to their creative work. The combination of our tools and our users is a [vast and growing digital commons](#), a pool of content that can be [copied, distributed, edited, remixed, and built upon](#), all within the boundaries of copyright law.

[from [Creativecommons.com](#)]

Title 5, Article 1. Distance Education

Please refer to [Westlaw](#) for the source of the following information.

§ 55200. Definition and Application.

(a) “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conference; or
- (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

(b) The definition of “distance education” does not include correspondence courses.

(c) “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Credits

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title II of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d; title 29 United States Code section 794d; and title 34 Code of Federal Regulations section 600.2.

§ 55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person 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.

§ 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 and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), 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.
- (b) “Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - (1) Providing direct instruction;
 - (2) Assessing or providing feedback on a student's coursework;
 - (3) Providing information or responding to questions about the content of a course or competency;
 - (4) Facilitating a group discussion regarding the content of a course or competency;
or
 - (5) Other instructional activities approved by the institution's or program's accrediting agency.
- (c) Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- (d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.
- (e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
 - (1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
 - (2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Credits

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; and title 34 Code of Federal Regulations sections 600.2 and 668.3.

§ 55206. Separate Course Approval.

a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in section 55204.

(b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

Credits

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title II of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d; and title 34 Code of Federal Regulations section 600.2.

§ 55208. Faculty Selection and Workload.

(a) Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this article, local district policies, and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Credits

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; and title 34 Code of Federal Regulations section 600.2.

§ 55210. Ongoing Responsibility of Districts.

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

- (a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education;
- (b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;
- (c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Credits

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

§ 55005. Publication of Course Standards.

[Source](#)

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

- (a) Whether the course is designated as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.
- (b) Whether the course is transferable to baccalaureate institutions.
- (c) Whether the course fulfills a major/area of emphasis or general education requirement.
- (d) Whether the course is offered on the "pass-no pass" basis.
- (e) Whether the course is offered in a distance education format, and if so, include the following information:
 - (1) All online and in-person synchronous meeting days/dates and times;

- (2) Any required asynchronous in-person activities;
- (3) Any required technology platforms, devices and applications;
- (4) Any test or assessment proctoring requirements.

Attribution



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Appendix

Santiago Canyon College Regular and Substantive Interaction Policy

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges can be found on the Westlaw site, linked below.

[Title 5, Article 1. Distance Education](#)

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 an approved curriculum approval process and the need to ensure Regular and Substantive Interaction. 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 and Substantive Interaction 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 and Substantive Interaction 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 and Substantive Interaction as described below:

Regular and Substantive Interaction

- **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 may be clearly defined in the syllabus and where relevant or helpful in the course.

- **Student-Initiated Contact:** Student-Initiated contact refers to students' 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 students' ability to contact each other in the course. Student-to-Student Interaction is required in online classes at SCC unless it is not practical or possible for a specific class. If student-to-student contact is not required in a class, the rationale must be described in the Distance Education Addendum. 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 regular contact throughout the week with students. Communication methods such as, discussions 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. Including a Regular and Substantive Interaction policy in the syllabus is strongly encouraged.

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 discussions, 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, create 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 Substantive Interaction 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.

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 combination 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, Self Service, 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 (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

RSI

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

(RL)

Symbol for Remote Live Class

RSCCD

Rancho Santiago Community College District

RSI

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

Self Service

Self Service is our new student registration system. It is the student interface to Colleague. Self Service has replaced WebAdvisor.

(SH)

Synchronous Hybrid

(VH)

Symbol for Virtual Hybrid Class

WebAdvisor

WebAdvisor was our student registration system. It was the student interface to Colleague. WebAdvisor is no longer being used.

W

Withdraw

@One

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