



Evergreen Valley College

## FOLLOW-UP REPORT

Respectfully Submitted by:

### **Evergreen Valley College**

3095 Yerba Buena Rd.

San Jose, CA 95135

Submitted to:

Accrediting Commission for Community and Junior Colleges (ACCJC),  
Western Association of Schools and Colleges (WASC)

Approved by the San Jose Evergreen Community College District Board of Trustees

March, 2018

Submitted to the ACCJC

March, 2018

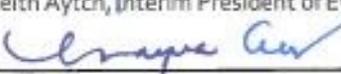
FOLLOW-UP REPORT – CERTIFICATION PAGE

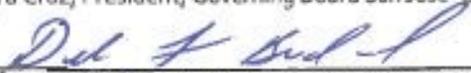
To: **Accrediting Commission for Community and Junior Colleges (ACCJC)**  
**Western Association of Schools and Colleges (WASC)**

From: **Keith Aytch, Interim President**  
**Evergreen Valley College**  
**3095 Yerba Buena Road**  
**San Jose, CA 95135**

The follow-up report for Evergreen Valley College is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) for the purpose of fulfilling the Commission’s requirements in connection with its action to reaffirm the College’s accreditation status. We certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of Evergreen Valley College.

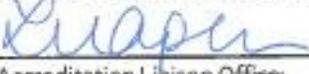
Signatures:   
\_\_\_\_\_  
Keith Aytch, Interim President of Evergreen Valley College

  
\_\_\_\_\_  
Mayra Cruz, President, Governing Board San José -Evergreen Community College District

  
\_\_\_\_\_  
Dr. Debbie Budd, Chancellor San José -Evergreen Community College District

  
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Eric Narveson, President of the Academic Senate

  
\_\_\_\_\_  
Kenneth Liu, Interim President of the Associated Student Government

  
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Lynette Apen, Accreditation Liaison Officer



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## REPORT PREPARATION

The preparation for the Evergreen Valley College (EVC) Follow-Up Report began after receiving the commission action letter in February 2017. The Follow-Up Report outlines the college's efforts to correct the area of non-compliance and provide appropriate evidence.

EVC's Follow-Up Report was shared with the college community during two campus forums on October 19, 2017 and December 6, 2017. The report itself was vetted through the college participatory governance process reviewed by the Distance Education Committee, the Institutional Effectiveness Committee, and endorsed by the Academic Senate on November 21, 2017. The College Council approved the follow-up report on November 27, 2017 before the report was adopted by the San Jose Evergreen Community College District (SJECCD) Board of Trustees on March 13, 2018.

## RESPONSE TO THE COMMISSION ACTION LETTER

From the Commission Action Letter dated February 3, 2017:

### **Recommendation 5 (Compliance)**

*In order to meet the standard, the team recommends that the College further develop and implement a policy requiring increased regular and substantive contact for Distance Education courses, and subsequently evaluate DE courses for policy compliance. (Standards II.A.2, II.A.7, and II.A.16)*

### **College Response:**

Upon receiving the commission action letter in February 2017, the college immediately took action to address the area of non-compliance with regards to implementing a policy requiring increased regular and substantive contact for Distance Education (DE) courses and develop a process to ensure DE course compliance with the policy. SJECCD Board Policy (BP) [4000](#), *Instructional Policies and Procedures*, outlines the commitment of the board of trustees to rely primarily on the recommendation of the college Academic Senates for academic and professional matters, including policies related to curriculum. Similarly, Administrative Procedure (AP) [4105](#) *Distance Education*, designates that the Academic Senate or Designee certifies that Distance Education courses meet course quality standards, course quality determinations, instructor contact and duration of approval.

In compliance with BP [4000](#) and AP [4105](#), the Distance Education Coordinator and Committee, a committee of the Academic Senate, took the lead in addressing the area of non-compliance. The beginning steps included assessing current DE faculty practice of regular and substantive student contact by using a standardized rubric as a feedback form. The Distance Education committee created the feedback rubric that was approved by the Academic Senate in May 2017. (Evidence: [1.0](#) Feedback rubric; [1.1](#) May 2, 2017 AS Minutes) The feedback rubric was immediately implemented by reviewing 20% of spring 2017 Distance Education Courses offered. Of the courses reviewed, 60% met all the necessary criteria for regular and effective contact. The feedback was then shared with individual faculty and, for those courses offered in fall, reassessed to ensure application of the feedback. For fall



2017, 100% of distance education courses were assessed using the feedback rubric. Of these, 96% of the faculty met with the Distance Educator Coordinator to review feedback. Utilizing the content expertise of the DE committee created the perfect mechanism for collegial feedback- through the DE Feedback Form- to ensure that the college's definition of regular and effective contact hours is being met and DE courses continue to improve each semester. (Evidence: [1.2](#) Sample feedback forms). To ensure sustainable and ongoing compliance with regular and substantive contact in Distance Education courses, effective spring 2017, the Distance Education Committee established a yearly timeline to ensure Distance Education courses are reviewed to provide feedback as well as a follow-up to ensure feedback has been implemented. At the start of each semester, the DE Coordinator notes the course offered online and creates an updated review calendar. (Evidence: [1.3](#) yearly timeline).

In parallel to the implementation of the feedback rubric, the Distance Education Committee began work to clarify the college's definition of "regular and substantive contact", which was already included in the 2016 EVC Distance Education Handbook. The definition was aligned with Title 5 recommendations and Administrative Procedure (AP) [4105](#)- Distance Education; however, the committee felt that refining the language with increased specificity would provide additional clarity of the expectations for "regular and substantive contact". The revised language is added in as *Appendix A: Regular and Effective Contact* in the 2017 EVC Distance Education Handbook, and includes clear definitions of "initiated interaction", "frequency", "expectations" and "type of contact". Appendix A was approved by the Academic Senate on October 17, 2017. (Evidence: [1.4](#) Appendix A: Regular and Effective Contact Definitions; [1.5](#) Academic Senate Minutes approving Appendix A; [1.6](#) 2017 EVC Distance Education Handbook)

An excerpt of the revised EVC definition of "regular and effective contact" is included below.

## **2. Frequency—**

- (a) *Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.*
- (b) *At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students. For example, for a 3.0 –unit course, it would be 3 hours a week via email, discussion forum, announcement, chat, Zoom, etc.*
- (c) *Contact is distributed in a manner that ensures that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content. For example, a threaded discussion for each unit or week which is graded using the grading rubric along with instructor comments and participation were needed, and it requires the student to respond to the instructor prompt as well as at least to one of the peer's post.*



While the Distance Education Committee worked on addressing the areas of non-compliance, the DE coordinator kept the DE faculty abreast through regular emails, including an explanation of the feedback form and process. (Evidence: [1.7](#) faculty email from DE Coordinator - fall 2017). The DE Coordinator provided regular training sessions (with the focus on regular effective contact) in summer as well as in fall 2017 on campus as well as virtually via Zoom.

In addition to the college specific work to address regular and substantive contact hours, EVC also adopted Canvas as the Course Management System for all DE courses. This migration was fully implemented by summer 2017. At the time of the accreditation visit, October 2016, the college was using both Canvas and Moodle as online platforms. However, the functionality and bandwidth of Canvas provided significantly more for faculty and students. Throughout the transition and into the 2017/2018 academic year, the Distance Education Coordinator has consistently offered faculty training for Canvas. One hundred percent implementation of Canvas for DE courses has improved the college's effectiveness in providing regular and substantive contact hours for students enrolled in DE courses. Recently, the addition of the real-time Zoom web-conferencing tool within Canvas, in summer 2017, has provided easy access to robust synchronous tools for online teaching and learning. (Evidence: [1.8](#) canvas training-2016-2018)

The college has invested additional resources to support overall effectiveness of DE courses, including faculty access to "Quality Matters" online workshops, one year license agreement for "Magna Commons" online instructor videos, webcams for faculty teaching online and access to Camtasia used to record screen and audio and edit video. (Evidence: [1.9](#) Creative Commons)

### **Conclusion:**

Through the clarification and distribution of the college's definition of *regular and effective/substantive contact* for DE courses and ongoing evaluation of policy compliance through the implementation of the Distance Education Feedback Rubric, Evergreen Valley College has fully addressed the area of Non-compliance noted in ACCJC Recommendation 5. Therefore, the college meets Standards IIA.2, IIA.7, and IIA.16.



## APPENDICES

- 1.0 [EVC Feedback Rubric](#)
- 1.1 [May 2, 2017 Academic Senate Meeting Minutes - approval of feedback rubric](#)
- 1.2 [Sample Feedback Forms](#)
- 1.3 [DE Feedback Yearly timeline](#)
- 1.4 [Appendix A: Regular and Effective Contact Definitions](#)
- 1.5 [October 17, 2017 Academic Senate Meeting Minutes - approval of DE Appendix](#)
- 1.6 [2017 EVC DE Handbook](#)
- 1.7 [Faculty email from DE Coordinator- fall 2017](#)
- 1.8 [Canvas Training- 2016-2018](#)
- 1.9 [Creative Commons](#)



## Regular Effective Contact Hours Feedback

Faculty Member:

Course:

Semester:

Categories	Excellent	Average	Needs Improvement	Comment
Instructor initiated contact reflected in course syllabus	Instructor specifies policies regarding the frequency and timeliness of instructor initiated contact and feedback as part of the syllabus or other course documents which are made available to students at the beginning of the course.	Instructor initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course, but does not specify policies regarding the frequency and timeliness of contact and feedback.	Instructor does not initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course.	
Categories	Excellent	Average	Needs Improvement	Comment
Instructor initiated synchronous and asynchronous communication	Instructor regularly initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using wide variety of communication tools (email, chat, phone, Zoom, CCCConfer, Skype, etc.)	Instructor occasionally initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using mainly asynchronous communication tools (email, and perhaps discussion)	Instructor does not initiate regular interaction with students. The following examples are <b>not</b> considered instructor initiated effective contact hours: For example, an ice breaker with no comments or an instructor email to students with assignment due dates only.	

Categories	Excellent	Average	Need Improvement	Comment
Graded discussion based on a rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS based on well-defined criteria that is part of the rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS with no rubrics or equivalent document to explain how participation will be evaluated.	Instructor does not provide graded discussion in CMS.	
Categories	Excellent	Average	Need Improvement	Comment
Feedback on assignments and assessments	Instructor engages in regular effective contact with students that includes detailed comments and the expected time frames for feedback on assignments and assessments.	Instructor provides students with bare bone feedback on assignments and assessments with no expected time frames or plans to engage in regular effective contact.	Instructor does not provide students with any feedback on assignments and assessments, and grades are auto-generated.	

### Overall Regular Effective Contact Hours:

Summary of observation in terms of the overall feedback on regular effective contact (suggestion for modifications).

*(This is NOT an evaluation but part of training process for online teaching at EVC)*

**I. Distance Education Contact Hours**

The form has been discussed previously in several meetings. A motion was made to approve the form. The motion was seconded and approved unanimously.

**EVERGREEN VALLEY COLLEGE  
ACADEMIC SENATE  
MINUTES  
MAY 2, 2017**

President	Eric Narveson	Present
Vice President	Jack Baker	Present
Treasurer	Michael Hernandez	Present
Immediate Past President	Henry Gee	Present
Social Science, Humanities, Arts, & PE	Randy Pratt	Present
Social Science, Humanities, Arts, & PE	Brad Carothers	Present
Business & Workforce Development	Michael Hernandez	Present
Counseling Services	Laura Bettencourt	Present
Counseling Services	Vacant	-----
Library and Learning Resources	Lorena Mata	Present
Language Arts	Stravani Banerjee	Present
Language Arts	Robin Hahn	Absent
Math, Science, and Engineering	Jack Baker	Present
Math, Science, and Engineering	Sithparran Vanniasegaram	Present
Nursing & Allied Health	Peggy Gorbach	Present
At Large	Nasreen Rahim	Present
At Large	Henry Gee	Present
Adjunct	Uyen Mai	Absent
Adjunct	Robby Bodden	Present

**Guests:** Tina Iniguez, Fabio Gonzales, and Debbie Budd

**I. CALL TO ORDER:** President Eric Narveson called the meeting to order at 3:08 p.m. in the Mishra room.

**II. ADOPTION OF AGENDA (5 min.)**  
 Additions/Deletions/Corrections/Deferrals  
 Adoption of Agenda (Including consent items marked #)

**III. APPROVAL OF MINUTES:** The minutes of the April 18 were approved as submitted.

**IV. RECOGNITION AND ANNOUNCEMENTS**

May 9 asp and as are sponsoring an event in VPA panel discussion and internees and boat people from Vietnam will be discussing their experiences @ 12:20 and there will be light refreshments available.

Senator Stravani Banerjee was thanked for her service in the Senate and will be replaced by Carmen Solorzano for one of the Language Arts seats.

Cinco de May celebration with food will be on May 3<sup>rd</sup>.

The Union announced a call to action regarding the district position on noncredit faculty loading.

The Poetry Festival was a success and the literary magazine, “Leaf by Leaf” is currently on sale Employee Recognition is May 10 and the Distinguished Faculty Member of the Year will be given then. The Academic Scholarships have been read and the scoring has been submitted. Day on the Green event was a success. The Automotive department was of particular interest to the visiting students.

President Narveson reminded the Senate to attend graduation on Thursday, May 25  
President Narveson reported on the Plenary Session, he was a presenter as well as an attendee. The following conferences are coming up:  
2017 Faculty Leadership Institute on June 15 at the Sheraton, Sacramento  
2017 Curriculum Institute in Riverside on July 12, 2017  
2017 Fall Plenary Session Marriott Irvine 2-4 November

The ballots for the adjunct seat on the Senate will be in the mailboxes tomorrow.

President Narveson wants to have a Senate retreat during PDD and asked Senators to email him with their opinions.

## V. PUBLIC COMMENTS

## VI. COMMITTEE APPOINTMENTS

- A. #Non-Screening Committees (2016-2017)
- B. #Tenure Review Committees
- C. #Screening Committees
- D. #Peer Review Committees
- E. #Non-Screening Committees (2016-2017)
  - 1. College Technology
  - 2. Budget
  - 3. College Safety/Facilities
  - 4. Student Success Advisory
  - 5. Staff Development
  - 6. Institutional Effectiveness
  - 7. College Curriculum
  - 8. Archives
  - 9. Graduation
  - 10. Scholarship
  - 11. Student Services
  - 12. Resource Development
  - 13. District Council
  - 14. Professional Improvement
  - 15. PRC
  - 16. District Budget
  - 17. SLOAC
  - 18. Distance Education

## VII. ACTION/DISCUSSION ITEMS

- A. **Election Results: Senate President**

The Election for Academic Senate President resulted in the following:  
Total Eligible Votes: 120  
Number of Votes Cast: 70  
Number of Disqualified Votes: 5 (2 Adjunct voters, 3 with no name on envelope)  
Number of Valid Votes: 65  
Total for Randy Pratt: 22  
Total for Eric Narveson: 43  
President Narveson has been re-elected President for the 2017-2018 academic year.
- B. **Curriculum Technical/Division Committees – deferred**

- C. Resolution Regarding Senate Committee Nominations**  
Senator Henry Gee previously submitted a resolution about allowing at-large faculty members to serve on standing committees that do not have a full complement of faculty and who could fill those vacancies until such time as the division can replace them with one of their own. This will be voted on at the next meeting.
- D. Board Policies and Administrative Procedures Committee**  
President Narveson read a proposal previously submitted by Senator Henry Gee. A motion was made to form the committee. It was seconded and passed unanimously. Senator Gee volunteered to be on the committee; there will be another call for members in September.
- E. Future Faculty Hires Committee**  
President Narveson read a resolution, submitted by Senator Henry Gee at a previous meeting, regarding hiring needs for the college. The committee would be advisory in nature and make recommendations to the Senate. It was suggested that the Senate look at the Educational Master Plan and make hiring recommendations based on that instead of the formation of this committee. Another view was that this committee could take a more detailed and focused look at the issue in conjunction with the EMP.
- F. Identity Theft of Student Records – discussed in item G**
- G. Visit and Discussion with Chancellor Budd**  
Chancellor Budd attended the Senate meeting to update and answer questions from the Senators. The first issue that was addressed was a data breach first discovered in November, 2016. She relayed her own experience with identity theft. Letters were sent to all those whose data was compromised and another letter will be sent to those explaining how the data protection will be extended another two-years. Chancellor Budd would like Vice Chancellor Doug Smith to address the Senate on resource allocation models at the next meeting. She also discussed the San Jose Promise and dual-enrollment with high schools and is encouraged by the enrollment numbers. She would like those working with the facilities and educational master plans to come back to the Senate to provide further explanation. There will be a public presentation at the board meeting about the latest land-leasing plans. There will be a District-wide governmental group participatory retreat on September 8<sup>th</sup>. Credit and non-credit classes' loading was discussed, as well as lab versus non-lab loading.
- H. May 16<sup>th</sup> Meeting or Executive Committee?**  
A motion was made to have a meeting on May 16<sup>th</sup>. The motion was seconded and passed with one abstention from Senator Henry Gee.
- I. Distance Education Contact Hours**  
The form has been discussed previously in several meetings. A motion was made to approve the form. The motion was seconded and approved unanimously.

## VIII. DISCUSSION ITEMS

- A. Friday Course Schedule – deferred**  
**B. SOAR funds – deferred**  
**C. Re-establishment of Diversity Action Council – deferred**  
**D. Measure X Fund Usage – deferred**  
**E. Credit by Exam – deferred**  
**F. Adding another Adjunct Senator - This will be discussed further in the fall.**

**IX. INFORMATION ITEM**

**A. SLO Update**

Senator Brad Carothers reported that the accreditation team wants the college to disaggregate data. There should be an effort connect Canvas to CurricuNet to get data without the faculty having to input the data.

**B. Campus Technology Update** deferred

**C. Dual Enrollment** – deferred

**D. Translation and Interpretation Program Change**

A decision was made to refocus the program from law to medical without consultation from the Academic Senate. The administration insists that there has been, but that is not the case. The Senate needs to make a statement after gathering more information and ensure the facts are correct. President Narveson will speak to the various deans involved with this program and report back to the Senate on May 16<sup>th</sup>.

**E. Distinguished Faculty Member of the Year**

The recipient was chosen and will be announced next week at the employment recognition event.

**F. Report from Spring Plenary Session** – E. Narveson

**X. REPORTS (10 min)**

Informational/Questions for clarity only, if discussion or action is planned, it will be discussed/acted upon later on the Agenda.

**A. College Council-Eric Narveson**

**B. District Council-Eric Narveson**

**C. Board of Trustees-Eric Narveson**

**D. Treasurer's Report-Michael Hernandez**

**E. College Committees (1 minute @ )**

**1. All College Curriculum:** Janice Toyoshima, Chair

**2. Campus Technology:** Steve Mentor, Chair

**3. Budget Committee:**

The one time money allotted to divisions the deadline has passed. The committee would like ideas on one-time money for next year, should there be any.

**4. Safety/Facilities:** Henry Gee, Chair

**5. Staff Development:** Ambica Gill, Chair

**6. Student Success Advisory:**

**7. Accreditation Update:** Lynette Apen

**F. Senate Committees**

**1. Executive**

**2. College Council**

**3. District Council**

**4. District Senate**

**G. Accreditation**

**H. AFT 6157**

**I. Administrative Services**

**J. President**

**XI. Adjournment** The meeting was adjourned at 5:00 p.m.

## Regular Effective Contact Hours Feedback

Faculty Member: ██████████

Course: ██████████

Semester: Spring 2017

Categories	Excellent	Average	Need Improvement	Comment
Instructor initiated contact reflected in course syllabus	Instructor specifies policies regarding the frequency and timeliness of instructor initiated contact and feedback as part of the syllabus or other course documents which are made available to students at the beginning of the course.	Instructor initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course, but does not specify policies regarding the frequency and timeliness of contact and feedback.	Instructor does not initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course.	<ul style="list-style-type: none"> <li>• Contact info is stated</li> <li>• Office hours are posted.</li> <li>• Turnaround time for email is clear.</li> <li>• Turnaround time for assignments is listed</li> </ul>
Instructor initiated synchronous and asynchronous communication	Instructor regularly initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using wide variety of communication tools (email, chat, phone, Zoom, CCCConfer, Skype, etc.)	Instructor occasionally initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using mainly asynchronous communication tools (email, and perhaps discussion)	Instructor does not initiate regular interaction with students. The following examples are <b>not</b> considered instructor initiated effective contact hours: For example, an ice breaker with no comments or an instructor email to students with assignment due dates only.	<ul style="list-style-type: none"> <li>• Announcement section is used effectively</li> <li>• Chat and Zoom is implemented</li> <li>• Instructor participates in discussion forums</li> <li>• Email conversations could not be evaluated but it is expected that you send a welcoming email at the beginning of the semester and return emails from students within the time indicated on syllabus</li> </ul>

Categories	Excellent	Average	Need Improvement	Comment
Graded discussion based on a rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS based on well-defined criteria that is part of the rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS with no rubrics or equivalent document to explain how participation will be evaluated.	Instructor does not provide graded discussion in CMS.	<ul style="list-style-type: none"> <li>• Rubrics are used with most assignments and detailed feedback is included</li> </ul>
Categories	Excellent	Average	Need Improvement	Comment
Feedback on assignments and assessments	Instructor engages in regular effective contact with students that includes detailed comments and the expected time frames for feedback on assignments and assessments.	Instructor provides students with bare bone feedback on assignments and assessments with no expected time frames or plans to engage in regular effective contact.	Instructor does not provide students with any feedback on assignments and assessments, and grades are auto-generated.	<ul style="list-style-type: none"> <li>• Feedback turnaround time is good</li> <li>• Majority of assignments have feedback that is specific to the student's assignment</li> <li>• Instructor contacts students who are missing work or who have done assignments incorrectly</li> </ul>

### Overall Regular Effective Contact Hours:

Summary of observation in terms of the overall feedback on regular effective contact (suggestion for modifications).

A prime example of a well-designed DE course!

*(This is NOT an evaluation but part of training process for online teaching at EVC)*

## Regular Effective Contact Hours Feedback

Faculty Member: ██████████

Course: ██████████

Semester: Fall 2017

Categories	Excellent	Average	Need Improvement	Comment
Instructor initiated contact reflected in course syllabus	Instructor specifies policies regarding the frequency and timeliness of instructor initiated contact and feedback as part of the syllabus or other course documents which are made available to students at the beginning of the course.	Instructor initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course, but does not specify policies regarding the frequency and timeliness of contact and feedback.	Instructor does not initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course.	<b><i>The homepage was interesting and unique where the frequency and timeliness of instructor initiated contact and feedback are presented in a dynamic way. I would strongly suggest using the Syllabus tool of Canvas and add the Class Resource.</i></b>
Categories	Excellent	Average	Need Improvement	Comment
Instructor initiated synchronous and asynchronous communication	Instructor regularly initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using wide variety of communication tools (email, chat, phone, Zoom, CCCConfer, Skype, etc.)	Instructor occasionally initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using mainly asynchronous communication tools (email, and perhaps discussion)	Instructor does not initiate regular interaction with students. The following examples are <b>not</b> considered instructor initiated effective contact hours: For example, an ice breaker with no comments or an instructor email to students with assignment due dates only.	<b><i>Asynchronous: Excellent use of Announcement tool. Obviously the email is used extensively. Synchronous: Although the instructor mentioned using chat as a synchronous mode of interaction and teaching, no chat interaction with students can be located. Highly recommend Zoom in Canvas.</i></b>
Categories	Excellent	Average	Need Improvement	Comment

Graded discussion based on a rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS based on well-defined criteria that is part of the rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS with no rubrics or equivalent document to explain how participation will be evaluated.	Instructor does not provide graded discussion in CMS.	<b><i>Great job with graded discussion forum. However, I would strongly suggest embedding the rubric into the Canvas tool. This will allow students to immediately visualize how they meet the expectations for that particular discussion forum. It also provides more transparency.</i></b>
Categories	Excellent	Average	Need Improvement	Comment
Feedback on assignments and assessments	Instructor engages in regular effective contact with students that includes detailed comments and the expected time frames for feedback on assignments and assessments.	Instructor provides students with bare bone feedback on assignments and assessments with no expected time frames or plans to engage in regular effective contact.	Instructor does not provide students with any feedback on assignments and assessments, and grades are auto-generated.	<b><i>This is the most challenging task for any teaching modalities, especially online. Here are some pointers that you could choose from as we all have different teaching styles:</i></b> <ul style="list-style-type: none"> <li>• <b><i>Again, strongly suggest embedding, into Canvas, the excellent rubrics you've generated to grade students where they can see right away where they excel and where they lack. This also cuts down the labor intense part of commenting on each student's work.</i></b></li> <li>• <b><i>Provide substantial feed backs to those not scoring 100%. If you have rubric set up into that assignment, you do not need to spend any time to provide</i></b></li> </ul>

				<p><i>comment to those who scored 100%. Instead you could focus your time to explaining the ones who scored less point as to what was missing in their submission.</i></p> <ul style="list-style-type: none"> <li>• <i>Using the Codec (Built in track changes in Canvas) for those who scored less than 100% to show precisely where they need improvement.</i></li> </ul>
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**Overall Regular Effective Contact Hours:**

Summary of observation in terms of the overall feedback on regular effective contact (suggestion for modifications).

Wow, what a mind blowing Homepage! Marvelous job!

Once again, here are my humble suggestions that I feel will truly make your online courses stellar courses and more:

1. Use Canvas Syllabus tool as suggested in the comment section
2. Utilize Zoom in Canvas for synchronous communication
3. Embed Rubrics (criteria and ratings) into the discussions and assignments
4. Use Codec (track changes) for students missing points

Please make one-on-one appointment f2f or virtually to go over the items with me before the end of Spring 2018.

Thank you for giving me the opportunity to provide this feedback.

*(This is NOT an evaluation but part of training process for online teaching at EVC)*

## Timeline and Table for the Feedback of Online Courses (2017-2018):

<b>Course Feedback in Spring 2017</b>	<b>Course Name</b>	<b>REG. ID</b>	<b>Met Criteria</b>
1. HED 011	Dynamic Health Concepts	86856	no
2. FCS-070	Child Development	86854	no
3. HIST-017A	History of the United States	86672	yes
4. OCEAN 010	Oceanography	86030	yes
5. ART090	Art Appreciation	86571	no
6. COUNS-014	College Success	86233	yes
7. ASTRO 010	Introduction to Astronomy	86184	yes
8. SPAN 001A	Elementary Spanish	85828	yes
9. EDIT022	CMS to Develop Online Courses	86314	yes
10. ENGL01A	English Composition	85673	no
<b>60% met all criteria while 40% did not meet the criteria.</b>			
<b>Course Feedback in Fall 2017</b>	<b>Course Name</b>	<b>REG. ID</b>	<b>Set up one-on-one session with instructor for feedback</b>
1. ART090	Art Appreciation	88210	yes
2. BUS 071	Legal Environment of Business	88450	no
3. CIT 010	Computer and Info Technology	88464	no
4. CIT 010	Computer and Info Technology	88465	no
5. CIT 040	Java Programming	88469	no
6. CIT 050	Introduction to Unix/Linux	88471	yes
7. COUNS-014	College Success	89113	yes
8. EDIT 010	Computer and Digital Media in Education	88486	yes
9. ENGL01A	English Composition	88839	yes
10. ENGL01A	English Composition	90287	yes
11. ENGL01B	English Composition	88856	yes
12. ESL-313	Introduction to College Reading	88931	yes

13. ESL-316	Grammar for Writers	88953	no
14. ETH010	Intro. To Ethnic Studies	89236	yes
15. FCS019	Nutrition	89133	yes
16. FCS050	Life Management	89137	yes
17. HIST01B	History of the United States	88327	yes
18. IIO90	Tutor Training	89036	yes
19. LIB015	Electronic Research/Internet	89042	yes
20. MATH013	Intermediate Algebra	88671	yes
21. MATH013	Intermediate Algebra	88676	yes
22. MATH025	Pre-calculus and Trigonometry	88700	yes
23. MATH063	Elementary Statistics	88726	yes
24. BIOL062	Plants and Human Welfare	88558	yes
25. POLSC 001	Politics and Govt. in America	88368	no
26. PSYCH 001	General Psychology	88377	yes
27. PHYCH 025	Psych. Women: Global Perspective	88380	yes
28. SERV-002	Service Learning	90196	yes
29. PSYCH 092	Developmental Psychology	88388	yes
30. PSYCH 100	Human Sexuality	88392	yes
31. SPAN01B	Elementary Spanish	89041	yes

**96% met with instructor for feedback and 4% did not meet yet.**

<b>Course Feedback in Intersession2018</b>	<b>Course Name</b>	<b>REG. ID</b>	
1. ART095	Art History	92307	yes
2. ASTRO 010	Introduction to Astronomy	90939	yes
3. FCS-070	Child Development	91994	no
4. PSYCH092	Developmental Psychology	91640	yes
5. CIT010	Computer and Information Technology	91824	no
6. ENGR001	Technology and Society	90840	yes
7. ETH042	APA Culture and Experience	91626	yes
8. FCS050	Life Management	91995	yes
9. HIST017B	History of the United States	91631	no
10. MATH063	Elementary Statistics	92307	yes
11. POLC001	Politics and Govt. in America	91637	yes

**73% met all criteria while 27% did not meet the criteria. Met with the 27% who did not meet criteria. Some of the courses are taught by different instructors from semester to semester.**

<b>Course Feedback in Spring 2018</b>	<b>Course Name</b>	<b>REG. ID</b>	
1. ART090	Art Appreciation	91383	
1. ART095	Art History	91387	
2. ASTRO010	Introduction to Astronomy	90884	yes
3. FCS070	Child Development	91990	
4. HED011	Dynamic Health Concepts	92235	yes
5. BUS071	Legal Environment of Business	91720	
6. CIT010	Computer and Information Technology	91768	
7. COUN014	College Success	90998	yes
8. EDIT010	Computers and Digital Media in Education	91792	yes
9. ENGL01A	English Composition	90431	
10. ENGL01B	English Composition	90447	
11. ETH010	Introduction to Ethnic Studies	91428	
12. ETH042	APA Culture and Experience	91492	
13. HIST017A	History of the United States	91526	
14. HIST017B	History of the United States	91540	
15. I190	Tutor Training	90968	yes
16. LA071	Legal Research	91811	
17. LIB015	Electronic Research	90966	yes
18. MATH013	Intermediate Algebra	91054	
19. MATH063	Elementary Statistics	91109	
20. POLSC 001	Politics & Govt. in America	91559	
21. PSYCH001	Human Sexuality	91581	yes
22. SPAN01A	Elementary Spanish	90625	yes
23. SPAN01B	Elementary Spanish	90629	yes
<b>Still providing feedback. No summary data at the time of this report.</b>			

# Appendices

## Appendix A

### Regular Effective Contact

#### 55211. Instructor Contact.

- a) All approved courses offered as distance education include *regular effective contact* between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. [Deemed an academic and professional matter]

[Adopted by the Distance Education Committee of Evergreen Valley College]

As per Title 5, section 55211- All DE courses, whether hybrid, or fully online, will include “regular effective contact” between instructor and students as described below:

#### 1. Initiated interaction—

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course materials and that they are participating regularly in the course activities. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction. DE courses require threaded discussion forums with appropriate instructor participation.

#### 2. Frequency—

(a) Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.

(b) At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students. *For example, for a 3.0-unit course, it would be 3 hours a week instructor initiated via email, discussion forum, Announcement, chat, Zoom, etc.*

(c) Contact is distributed in a manner that ensures that regular contact is maintained,

given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content. *For example, a threaded discussion for each unit or week which is graded using the grading rubric along with instructor comments and participation where needed, and it requires the student to respond to the instructor prompt as well as at least to one of the peer post.*

### **3. Expectations—**

The instructor's specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

### **4. Timely contact—**

Online instructors are responsible to respond to students in a timely fashion to provide timely and useful feedback. *For example, stating in the syllabus and / in the CMS that instructor will:*

- *Respond to emails within 24 or 48 hours*
- *Return their assignments with grades and (useful) feedbacks within 2 to 4 days*

### **5. Types of Contact-**

For DE courses, instructors select as appropriate from the following resources:

- Threaded discussion forums with appropriate instructor participation
- Course Management System (CMS) email (which should be archived is highly encouraged)
- Weekly announcements in the Course Management System
- Timely feedback for student work
- Instructor prepared materials and/or any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the face to face class in the particular discipline
- Instructors should also consider using other forms of communication, as mentioned in section 55211 of Title 5. ("...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail or other activities") and/or CCCConfer, Zoom, video conference, podcast, or other synchronous technologies may also be included.

- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours

## **6. Instructor absences—**

(a) If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume.

(b) In the event of prolonged absence (i.e. more than three or four days), the instructor or department will make appropriate arrangements for class continuation. A substitute instructor should be sought who can assist students while the instructor is unavailable.

**D. Regular Effective Contact Hours**

Senator and Chair of the Distance Education Committee, Nasreen Rahim explained that she would like the Senate to approve the regular effective contact-hours portion of the handbook in order to be in compliance with accreditation. A motion was made to approve the new language. The motion was seconded and passed unanimously.

**EVERGREEN VALLEY COLLEGE  
ACADEMIC SENATE  
MINUTES  
OCTOBER 17, 2017**

President	Eric Narveson	Present
Vice President	Jack Baker	Present
Treasurer	Michael Hernandez	Present
Immediate Past President	Henry Gee	Present
Social Science, Humanities, Arts, & PE	Frank Espinoza	Present
Social Science, Humanities, Arts, & PE	Brad Carothers	Present
Business & Workforce Development	Michael Hernandez	Present
Counseling Services	Vacant	Absent
Counseling Services	Tina Iniguez	Present
Library and Learning Resources	Lorena Mata	Present
Language Arts	Carmen Solorzano	Present
Language Arts	Robin Hahn	Present
Math, Science, and Engineering	Jack Baker	Present
Math, Science, and Engineering	Preeti Srinivasan	Present
Nursing & Allied Health	Peggy Gorbach	Present
At Large	Nasreen Rahim	Present
At Large	Henry Gee	Present
Adjunct	Frank Tello	Present
Adjunct	Brian Gott	Present
Adjunct	Robby Bodden	Absent

**Guests:**

Adriana Ayala, Janice Assadi, Tammara Chavez, Todd Marvin, Maniphone Dickerson, Sterling Warner, Barbara Farrell, Gam Nguyen, Cara Uy, Marjorie Clark, Ryan Brown, Parran Vanniasagaram, Mary Ann Conlon, Sravani Banerjee, Andrea Mena, Rick Wagner, Hang Chu, Laura Garcia, Fabio Gonzalez, Ly Quach, Mareus Rodriguez, Antonio Perez, Matthew Le, Theavee Chao, Jessica Dunbar, Jose A. Mangana, Kevin Nguyen, Charina Tengson, Chelsea Hayes, Michael Magahiz, Roneline Vega, Brilen Rapp, Rinh Ly, Carmen Martinez, Juan Alas, Elmo Balaoro

**I. CALL TO ORDER** President Narveson called the meeting to order at 3:00 in the Mishra Conference Room.

**Additions/Deletions/Corrections/Deferrals**

Adoption of Agenda (Including consent items marked #)

**III. APPROVAL OF MINUTES** The minutes of October 3, 2017 were deferred.

**IV. RECOGNITION AND ANNOUNCEMENTS**

President Narveson distributed a list of upcoming Statewide Senate events:

CTE Regional Meeting (stressing Strong Workforce Funding), Friday, 20 Oct. 2017, College of Alameda, Alameda, 9:00-3:00, Free.

Civil Discourse and Equity Regional Meeting, Friday, 27 Oct. 2017, Solano College, Solano, 9:00-3:00 Free  
Fall Plenary Session, Thursday-Saturday, 1-3 Nov. 2017, Irvine Marriott, \$575

Curriculum Regional Meeting, Friday, 17 Nov. 2017, Folsom Lake College, Folsom, 9:00-3:00, Free  
Student Learning Outcome Symposium, Friday, 9 Feb. 2018, Orange Coast College, Costa Mesa, 8:00-5:00, \$50

OER Regional Meeting, Saturday, 10 Feb. 2018, TBA

Accreditation Institute, Friday-Saturday, 23-24 Feb. 2018, Wyndham Garden Hotel, Garden Grove, \$495

CTE Regional Meeting, Friday, 9 March 2018, TBA, Free

Area B Meeting, Friday, 23 March 2018, TBA, 9:00-3:00, Free

Spring Plenary Session, Thursday-Saturday, 12-14 April 2018, San Mateo Marriott, \$545

Faculty Leadership Institute, Thursday-Saturday, 14-16 June 2018, Sheraton Park, Anaheim, \$575

Terrence Lee was recognized for holding the plant seminar on campus.

**V. PRESIDENT'S REPORTS**

- A. College Council**
- B. District Council**

- C. Board of Trustees**
- D. General**

**VI. PUBLIC COMMENTS (limited to only three minutes)**

This portion of the meeting is reserved for any item not on the agenda. The law does not permit action or extended discussion of any item not on the agenda except under special circumstances. If Senate action is required, it can be placed on the agenda for the next meeting.

Professor Marjorie Clark spoke to the Senate about faculty hires. She explained that the District has approximately seventeen million dollars in reserve and approximately thirty million savings as a result of being a Basic Aid campus. She acknowledged that while administrators are necessary, at this point in time, it is critical that students become a priority by hiring more faculty to meet their educational goals. Professor Clark would like the Board to be educated on the magnitude of the problem that the lack of faculty creates. She asked that the Senate and faculty at-large attend the next Board meeting and speak during the public comments portion of the meeting to inform them of the issue of too few faculty members.

## VII. COMMITTEE APPOINTMENTS

- A. #Non-Screening Committees (2017-2018)
- B. #Tenure Review Committees
- C. #Screening Committees
- D. #Peer Review Committees
- E. #Non-Screening Committees (2017-2018)
  - 1. CollegeTechnology
  - 2. Budget
  - 3. College Safety/Facilities
  - 4. Student Success Advisory
  - 5. Staff Development
  - 6. Institutional Effectiveness
  - 7. College Curriculum
  - 8. Archives
  - 9. Graduation
  - 10. Scholarship
  - 11. Student Services
  - 12. Resource Development
  - 13. District Council
  - 14. PIC
  - 15. PRC
  - 16. District Budget
  - 17. SLOAC
  - 18. Distance Education

## VIII. ACTION ITEMS

### A. Faculty Hiring Recommendation List (Info.)

There were presentations given for the positions listed below. Additional positions that were requested were Transfer, Nursing, and Equity/Probation and Dismissal Counselors. All of the presenters submitted supporting information to the Senate. Departmental faculty statistics were included during presentations, citing the need for more fulltime faculty. A group of students from the Veterans Club, as well as the Director of the Veterans Center advocated for the Veterans' Counselor. Director of Health Services, Janice Assadi, requested additional faculty in Health Services, especially in the area of mental health, whose needs are rising. There are currently no psychological services on campus. Senator Robin Hahn spoke to the Senate about the need for more English instructors, especially in light of three upcoming retirements.

- a. Sravani Banerjee (English)
- b. Janice Assadi (Health Services)
- c. Tina Iniguez (Counseling)
- d. Parran Vanniasegaram (Math)
- e. Tammara Chavez (Veterans' Counselor)

### B. Faculty Hiring Recommendation List Vote

A ballot was distributed to the Senators with the names of the positions which had been requested, and they were instructed to rank their choices. They are as follows, in ranked order:

- 1. Translation and Interpretation
- 2. English as a Second Language
- 3. Counseling: Veteran's
- 4. English
- 5. Health Services/Psychological Services
- 6. Counseling: General
- 7. Theater Arts
- 8. Counseling: Transfer
- 9. Mathematics
- 10. English (Second Position)
- 11. Biology
- 12. Counseling: Equity/Probation Dismissal
- 13. Art: 3D Sculpture/Small Metal Arts/Digital Fabrication

- 14. Counseling: Nursing/General
- 15. Nursing

Translation and Interpretation and English as a Second Language were given the first and second placement in accordance with the promise made by President Henry Yong that these positions be given priority in the next round of hiring. The Senate reaffirmed his decision at the last meeting.

**C. At-Large Committee Appointments – deferred**

**D. Regular Effective Contact Hours**

Senator and Chair of the Distance Education Committee, Nasreen Rahim explained that she would like the Senate to approve the regular effective contact-hours portion of the handbook in order to be in compliance with accreditation. A motion was made to approve the new language. The motion was seconded and passed unanimously.

**E. Resolution Regarding Senate Committee Nominations – deferred**

**F. Educational Master Plan Committee – deferred**

**G. Sterling Warner Resolution**

A motion was made to adopt the resolution. The motion was seconded and passed unanimously.

**IX. DISCUSSION ITEMS**

**A. Friday Course Schedule – deferred**

**B. SOAR funds – deferred**

**C. Emergency Preparedness**

There is an upcoming California Shakeout event at 10:19 a.m., Thursday, October 12.

**D. Credit By Exam – deferred**

**E. 2017-19 Integrated Plan: BSI, SE, SSSP**

Division Dean, Student Success submitted a report on the integrated plan for information, and would like Senate feedback on it.

**F. Status of Bond Financial Management Committee**

There was continuing concern about President Narveson's participation in the committee by appointing a faculty member to be a member. Since the SJCC Academic Senate wrote a resolution opposing faculty participation because of lack of consultation. A motion was made to suspend the rules and move this to an action item. The motion was seconded and passed unanimously. A motion was made to contact the faculty member who was selected to the committee and inform him that he is no longer needed for the committee. The motion was seconded and passed unanimously.

**X. INFORMATION ITEM**

**A. SLO Update—deferred**

**B. College Marketing/Branding**

Ryan Brown, Marketing & Public Information Officer, was in attendance to update the Senate on what he and his colleague, Mary Ann Conlon, have been doing to market and brand EVC in order to reach and attract students to the campus. There will be a meeting for faculty/staff focus groups tomorrow, in Gullo Conference Room at 11:00 a.m. Ms. Conlon explained how the colleges in the District were perceived: SJCC was viewed as a vocational college, and EVC was viewed as a remedial college. She claimed that the perceptions do not reflect the data of either institution. It was felt that this type of endeavor has been tried before, with no measurable improvement. Some input from the Senate included the lack of programs, faculty, and courses were a big part of the reason that students go elsewhere. It was suggested that high school counselors be contacted and given current information about the campus, since this was believed to influence many potential students

- C. **Facilities Master Plan** – deferred
- D. **Guided Pathways** – deferred
- E. **Dual Enrollment** – deferred
- F. **Translation & Interpretation Program Change** – deferred
- G. **Resource Allocation Model Update** - The committee’s work is progressing slowly.
- H. **Fall Plenary Session** – President Narveson will report when he returns.

**XI. REPORTS (10 min)**

Informational/Questions for clarity only, if discussion or action is planned, it will be discussed/acted upon later on the Agenda.

- A. **Treasurer’s Report-Michael Hernandez**
- B. **College Committees (1 minute @ )**
  - 1. **All College Curriculum:** Janice Toyoshima, Chair
  - 2. **Campus Technology:** Steve Mentor, Chair
  - 3. **Budget Committee:** Eugene Canoy, Chair
  - 4. **Safety/Facilities:** Henry Gee, Chair
  - 5. **Staff Development:** Ambica Gill, Chair
  - 6. **Student Success Advisory:**
  - 7. **Accreditation Update:** Lynette Apen
- C. **Senate Committees**
  - 1. **Curriculum Committee**
  - 2. **Professional Development Committee**
  - 3. **SLOA Committee**
  - 4. **Distance Ed. Committee**
  - 5. **District Senate**
- D. **Accreditation**
- E. **AFT 6157**
- F. **Classified Senate**
- G. **Administrative Services**
- I. **President**

- XI. Adjournment:** The meeting was adjourned at 5:09 p.m.



# DISTANCE EDUCATION HANDBOOK

Evergreen Valley College

Prepared by:  
**Distance Education  
Committee**  
Fall 2017

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## Modalities of Distance Education Courses

A course is considered to be a distance learning course if any percentage of it is delivered via a methodology where the student and the instructor are not present in the same physical location. EVC offers two types of distance learning courses: Online, and Hybrid (see definitions below).

*Online courses* - The entire course will be taught through distance learning, online using the Internet. Online courses may include video content (streaming video or cable broadcast). There will be **no required** on-campus meetings.

**Please Note:** *To maintain authenticity, EVC offers students in online courses the options to attend either on campus or online orientations. For proctored exams, students choose from four options: (1) online on Proctorio; (2) on campus scheduled proctored exam(s); (3) EVC Proctoring Center; (4) nearest accredited institution of higher education or public school or academic or public library that offer proctoring.*

*Hybrid courses* - This modality is some version of a course with a distance component and some required on-campus / face-to-face meeting(s). The on-campus portion is either regularly scheduled or irregularly scheduled face-to-face meetings as a class. A hybrid course with irregularly scheduled meetings required on-campus will include a specified number of formally scheduled meetings throughout the semester. This on-campus meeting schedule must be noted in the instructor's syllabus. A hybrid course with regularly scheduled on-campus component includes formally scheduled weekly meetings throughout the semester. The on-campus meetings must be indicated in the schedule of classes.

In addition, EVC promotes the web-enhanced modality:

*Web-Enhanced courses* – These are **not** considered DE courses; however, all instructors are encouraged to use Canvas to enhance student learning. These courses are taught on campus and uses Web sites and Course Management System (CMS) to enhance various class activities. The Web site includes information, learning, or collaboration features; students access the course site before or after class to further learn what is taught and discussed in class.

## Orientation

A common rationale for requiring students to attend on-campus meetings is course orientation. Note that, students often require reviews and refreshers of orientation content in order to fully internalize the information in them. Thus, an online version of the orientation can not only provide this review opportunity, but replace the need for the face-to-face orientation meeting altogether. Virtual orientations can include audio/video material (e.g. instructor's presentation or screen captures, etc.). Most DE faculty utilizes the service of Zoom (in Canvas), CCCConfer, or ConferNow, free web-conferencing services provided to the California Community College Systems. Faculty who need to convert their account has to email Clientservices: [clientservices@cccconfer.org](mailto:clientservices@cccconfer.org) and provide their name, campus email address,

department and college/district email address.

## Video Captioning with 3C Media Streaming

Also, the online faculty are encouraged to create a short video of the important parts of their orientation with close captioning and post it in their course Homepage. 3C Media Streaming is one of the many services provided by 3C Media Solutions to Faculty and Staff of the California Community College system where videos are streamed for use on many computers and mobile devices. Stream instructional, informational or orientation videos using 3C Media Streaming services and enrich the online learning experience of students and staff. For more information, please email us at [support@3cmediasolutions.org](mailto:support@3cmediasolutions.org).

## Proctored Exam

Another common rationale for requiring students to attend on-campus meetings are exams so that the integrity of tests can be guaranteed along with the authenticity of the student. However, such exams, typically used in on-campus courses, may not be appropriate for the online modality.

Evergreen Valley College Proctored Exam Policy:

1. Online courses must have at least **one** proctored exam
2. The exam(s) proctored **must** have a substantial weight (**30% or more**)

## Proctoring Center

On-campus or proctored testing situations may be required depending on the evaluation methodologies comparable to on-campus classes. The EVC Proctoring Center (LE-204) provides a secure location for test administration for Distance Education courses at the request of the EVC instructors. They may proctor their exams in LE-204 or contact the Academic Skills and Tutoring Instructor (X6802) to book a slot during the listed hours for their online classes. All online students **are required** to take proctored exam(s) to establish the integrity of the courses and the authenticity of the students. If students cannot attend the proctored exam(s) on campus, it is the student's responsibility to find a suitable proctor and make arrangements with the proctor and the instructor of the course. There is an Online Proctored Exam Request Form (Appendix C) that must be received one week prior to the exam test date.

**Please Note:** Online proctoring may also be provided using the software called Proctorio. Proctorio is already in Canvas and pretty self-explanatory from the video link below: <https://proctorio.docsend.com/view/d7pu8g9>. Please type in your work email to access the video instruction. To use Proctorio, you are required to be in the Google Chrome browser with a computer with webcam or built-in camera.

## Curriculum Committee DE Course Approval Process

Title 5 requires that all distance learning courses be separately reviewed and approved by local curriculum committees. The purpose of this review is to verify that such courses are comparable in terms of rigor, scope, and conduct to equivalent on-campus classes. The Distance Learning Addendum is a component that exists in CurricUNET. Instructors would need to request their deans to inform the Curriculum Specialist to provide them access to the Online Supplement in CurricUNET in order to propose online or hybrid courses. Once in the CurricUNET system this will follow the standard ACCC procedure and timeline for instructors to teach the course in online or hybrid mode.

**Note:** *Similar to regular courses, the DE online/hybrid addendum need to be revised every five years.*

### **Distance Learning courses are required to be equivalent and comparable to their on-campus version in all but the delivery modality.**

Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal. Separate approval is required for each type of a Distance Learning course (online or hybrid).

Acting on the recommendations of the Distance Education Committee on distance learning courses, the Curriculum Committee approved the information requirements set forth in the Distance Learning Addendum form, which is part of the course documentation materials reviewed by the ACCC. It is the intent of this documentation to clearly identify how the distance class is comparable to on-campus classes.

Title 5 requires that *all* types of distance learning courses be separately reviewed and approved. This includes both new courses and courses already offered in the traditional mode. In August 1999, the Chancellor's Office began requiring that the curriculum for each DL course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to title 5, sections 55002 and 55206, every six years as part of the accreditation process.

### **Characteristics of Distance Learning Courses at EVC**

The course *must* adhere to the approved course outline in terms of depth and breadth of content and student learning outcomes. Methodologies, assignments, interaction and evaluation methods should be comparable to the equivalent on-campus class.

The ACCC has determined that methods of evaluation used should ensure the same level of integrity, security and scrutiny associated with equivalent on-campus classes. Depending on the assessment method designed for each course, this may require that testing be done in a proctored environment or on-campus, rather than online.

Since any change in the load value of a course from that stated on the approved course outline is subject to collective bargaining, all distance learning class maximums

must be the same as those for the equivalent on-campus classes, except if otherwise specified in the contract.

On-campus meetings are generally not required for online courses but are required for hybrid courses at formally scheduled times as listed in the Schedule of Classes. An on-campus orientation meeting for online courses are optional, but orientation is mandatory. Typically, the DL students have a challenging schedule or other issues that prevent them from attending an on-campus orientation. If an on-campus orientation is not conducted, online orientation may be offered or orientation document needs to be emailed to all registered students prior to the beginning of the course. Following are suggested examples for items to be included in an orientation meeting and / or syllabus, as indicated in the Sample Syllabus (Appendix D):

1. Course access information (User name and password)
2. E-mail (include frequency and timelines)
3. Hardware and software requirements
4. How to prepare for the online course
  - Electronic resources available at EVC
  - Helpdesk support
  - Content support

## **Distance Education Faculty Requirements**

Faculty teaching Distance Education (online/hybrid) courses must have taken one or more fully online 3.0 unit course as a student (preferably 9.0 units which would include Accessibility and Assessment with @ONE or EVC's EDIT courses) on online teaching and learning, and completed a 10-hour training developing their course(s) using the Course Management System. EVC offers training in developing and conducting a DE course through the Technology Resource Center (TRC) in LE-227 in the library building. The step-by-step instructions for CMS training tutorials can be downloaded from the following self-paced course **Develop Online Courses with Canvas**: Web link: <https://sjeccd.instructure.com/courses/80>

## **Online Teaching and Learning Pedagogy**

Teaching a DE course requires both pedagogical and technical knowledge; faculty are likely to be frustrated with their DE course experience if they do not have this knowledge prior to teaching at a distance. Technology Resource Center offers a variety of workshops for faculty who are new to DE as well as faculty needing to update their skills and knowledge on new CMS and online teaching and learning. This is run by the Instructional Technology Faculty (who is also the Distance Education Coordinator) who offers training on a regular basis. The Instructional Technology Faculty/DE Coordinator at EVC ensures that all instructors assigned to teach a course in any Distance Learning type have completed a series of training (ten hours total) offered at the TRC or attended an equivalently qualified Distance Learning instructor training program offered by @ONE and EDIT022 (3.0 unit) offered by EVC, to meet the required skills necessary to instruct such courses efficiently and effectively. As cohort of the Online Education Initiatives (OEI) since January 2016, EVC has begun the

process to integrate the [Course Design Rubric for the Online Education Initiative](#). The goal of the Distance Education program is to train faculty how to not just build courses in Canvas, but how to build *quality* courses following the rubric standards. To meet this goal, the DE sub-committee (DE Coordinator and faculty with experience in online teaching and learning) has been formed to provide feedback to the faculty teaching fully online courses. (Appendix B)

## **Instructor - Student Contact in Distance Learning Courses**

DE courses require frequent communication with students. Research shows that instructor's contact is the most important factor contributing to DL student success. Title 5 requires that instructor-student contact should be both "effective and regular" (section 55204.) Instructors and departments proposing the course should implement this regulation in a manner that is equivalent to the on-campus course. The Distance Education Committee (DEC) makes its determination using the "comparability" standard - that the amount and nature of the contact is comparable to that associated with the on-campus class. Any portion of a course that is taught at a distance must include regular and effective instructor-student communication, as specified below. A hybrid course would demand a regular communication not only during the on-campus portion of the course, but also in each distance portion of the course. The established meeting time for a hybrid course will be formally scheduled in the Schedule of Classes.

Instructors are expected to communicate with their students through (1) individual email and (2) on the discussion forums in response to students' posts on specific pre-designed topics, and (3) via general announcements to all the students (Appendix A).

### **1. E-Mail**

- **Prior to the beginning of the course** - Instructors are expected to send a "welcome" email to all registered students. An orientation file needs to be attached to the email providing the students access information, as well as information regarding the course.
- **During the first two weeks of the course** - instructors are expected to initiate contact with all students who did not contact them at least once a week, to verify that they were able to access and navigate the course properly, and to remind the students of their expected activities for that week, as well as the to offer assistance with the required assignment(s) and discussion(s).
- **During the rest of the course** - instructors are expected to respond to individual email message within 24 hours. Individual reminders of class assignments and required activities are best if both are sent individually and announced on the course Announcement page. This form of individual attention has been proven to have a direct effect on students' attitudes and consequently in their success.

### **2. Discussion Forums**

Instructors are expected to read all of their students' posts in each module and to mark them as part of the grade as determined in each course. While instructors do not have to respond to each student post, they are required to monitor that students stay

on the discussion topic designed for the class, and that they respond to other students' posts in addition to responding to the instructor's topic. Students appreciate when instructors comment on their post as it helps them clarify content and / or validate their comprehension and analysis of the material they are learning.

### **3. Announcements**

Announcements on the course Announcement page are used to address all students at once, for general information such as additions made to learning modules, test date reminders, etc. An e-mail distribution list can be used for the same purpose, but should not replace the Announcement page, since some students may access the course without reading their email first.

## **Distance Learning Course Reports**

Distance Learning courses require the same reports as on-campus courses (such as first census or grade sheets). To ensure that students attend class and access the material designed for the class, instructors are expected to **include at least one content-specific assignment due before first census date** (first census date is the Monday nearest one fifth of the course). If a student does not hand in the assignment (or enter a content-related post to the discussion forum) by first census date, s/he should be considered a No Show and dropped from the course. While initial contact for class management purposes and posting of a student bio indicate the student had some involvement in the course, these parameters are not content-specific and thus are insufficient to determine first census attendance in the class.

## **Accessibility to Students with Disabilities**

Both State and Federal law require community colleges to operate all programs and activities in a manner which is accessible to students with disabilities. Accordingly, as the system develops its capacity for creation of technology-based instructional resources and the delivery of distance learning, it must proceed with the needs of all students in mind, including the needs of students with disabilities. Under the CCC DE Access Guidelines, Chapter 6, Standards and Criteria for Courses, Section 55200 ("Definition and Application"), CA Code 11135, and Section 508 of the Rehabilitation Act as amended in 1998, the Access Board has established standards for electronic and information technology. The regulations require that electronic and information technologies developed, procured, maintained or used are accessible to students with disabilities. The college, through the ITDC, provides the necessary training and resources for faculty to ensure accessibility in Web-mediated courses,

# Appendices

## Appendix A

### Regular Effective Contact

#### 55211. Instructor Contact.

- a) All approved courses offered as distance education include *regular effective contact* between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. [Deemed an academic and professional matter]

[Adopted by the Distance Education Committee of Evergreen Valley College]

As per Title 5, section 55211- All DE courses, whether hybrid, or fully online, will include “regular effective contact” between instructor and students as described below:

#### 7. Initiated interaction—

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course materials and that they are participating regularly in the course activities. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction. DE courses require threaded discussion forums with appropriate instructor participation.

#### 8. Frequency—

(d) Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.

(e) At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students. *For example, for a 3.0-unit course, it would be 3 hours a week instructor initiated via email, discussion forum, Announcement, chat, Zoom, etc.*

(f) Contact is distributed in a manner that ensures that regular contact is maintained,

given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content. *For example, a threaded discussion for each unit or week which is graded using the grading rubric along with instructor comments and participation where needed, and it requires the student to respond to the instructor prompt as well as at least to one of the peer post.*

## **9. Expectations—**

The instructor's specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

## **10. Timely contact—**

Online instructors are responsible to respond to students in a timely fashion to provide timely and useful feedback. *For example, stating in the syllabus and / in the CMS that instructor will:*

- *Respond to emails within 24 or 48 hours*
- *Return their assignments with grades and (useful) feedbacks within 2 to 4 days*

## **11. Types of Contact-**

For DE courses, instructors select as appropriate from the following resources:

- Threaded discussion forums with appropriate instructor participation
- Course Management System (CMS) email (which should be archived is highly encouraged)
- Weekly announcements in the Course Management System
- Timely feedback for student work
- Instructor prepared materials and/or any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the face to face class in the particular discipline
- Instructors should also consider using other forms of communication, as mentioned in section 55211 of Title 5. ("...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail or other activities") and/or CCCConfer, Zoom, video conference, podcast, or other synchronous technologies may also be included.

- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours

## **12. Instructor absences—**

(c) If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume.

(d) In the event of prolonged absence (i.e. more than three or four days), the instructor or department will make appropriate arrangements for class continuation. A substitute instructor should be sought who can assist students while the instructor is unavailable.

## Appendix B

### Online Faculty Feedback Form- Regular and Effective Contact

Faculty Member:				
Course:				
Semester:				
Categories	Excellent	Average	Need Improvement	Comment
Instructor initiated contact reflected in course syllabus	Instructor specifies policies regarding the frequency and timeliness of instructor initiated contact and feedback as part of the syllabus or other course documents which are made available to students at the beginning of the course.	Instructor initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course, but does not specify policies regarding the frequency and timeliness of contact and feedback.	Instructor does not initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course.	
Categories	Excellent	Average	Need Improvement	Comment
Instructor initiated synchronous and asynchronous communication	Instructor regularly initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using wide variety of communication tools (email, chat, phone, Zoom, CCCConfer, Skype, etc.)	Instructor occasionally initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using mainly asynchronous communication tools (email, and perhaps discussion)	Instructor does not initiate regular interaction with students. The following examples are not considered instructor initiated effective contact hours: For example, an ice breaker with no comments or an instructor email to students with assignment due dates only.	
Categories	Excellent	Average	Need Improvement	Comment
Graded discussion based on a rubric or	Instructor provides graded	Instructor provides graded	Instructor does not provide graded	

equivalent document to explain how participation will be evaluated	discussion in CMS based on well-defined criteria that is part of the rubric or equivalent document to explain how participation will be evaluated.	discussion in CMS with no rubrics or equivalent document to explain how participation will be evaluated.	discussion in CMS.	
Categories	Excellent	Average	Need Improvement	Comment
Feedback on assignments and assessments	Instructor engages in regular effective contact with students that includes detailed comments and the expected time frames for feedback on assignments and assessments	Instructor provides students with bare bone feedback on assignments and assessments with no expected time frames or plans to engage in regular effective contact.	Instructor does not provide students with any feedback on assignments and assessments, and grades are auto generated.	

**Overall Regular Effective Contact Hours:**

Summary of observation in terms of the overall feedback on regular effective contact (suggestion for modifications).

*(This is NOT an evaluation but part of training process for online teaching at EVC)  
Adapted from OEI guidelines for regular and substantive contact hours*

## Appendix C Online Proctored Exam Request Form

It is the student's responsibility to find a suitable proctor and make arrangements with the proctor. This form must be received one week prior to the exam test date. A testing center can be any of the following examples:

- Accredited institution of higher learning (i.e. university, college, community college)
- Public school
- Academic or public library

Please fill-out all fields of the form clearly. Check student information to match with valid photo ID. Please sign and complete the form. You may scan and e-mail or fax it directly to the instructor.

### Student Information

Today's Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Course: \_\_\_\_\_ (Course#, title, and section#)

Name of Professor: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Student's Phone Number: \_\_\_\_\_

Student's Email: \_\_\_\_\_

Student's Signature for Compliance: \_\_\_\_\_

### Proctor information

Proctor's Name: \_\_\_\_\_

Proctor's Official Title: \_\_\_\_\_

Proctor's Institution: \_\_\_\_\_

Institution Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Proctor's Email: \_\_\_\_\_

Proctor's Phone Number: \_\_\_\_\_

Proctor's Fax Number: \_\_\_\_\_

Proctor's Signature for Compliance: \_\_\_\_\_

## Appendix D Sample Syllabus Template

### EDIT 010: Computers and Digital Media in Education Fall 2017

How do you contact me? Please send messages to me only at my Canvas Inbox area of the course website. Click on the “Inbox” image and then press “compose.” Follow the instructions here: [How do I send a message to a user in a course in Conversation?](#)

(<https://community.canvaslms.com/docs/DOC-10574-4212710325>)

Instructor: Nasreen Rahim

Email: [nasreen.rahim@evc.edu](mailto:nasreen.rahim@evc.edu)

Mobile: (408) 391-6610 (optional)

Canvas Zoom Meeting: **Tuesdays: 7:00pm-8:30pm or by appointment**

On campus Office hours: **Mondays (12pm – 1:30pm) in LE-227 or by appointment**

#### Course Description

EDIT 10 (3.0 units) is a fully online course in which students will learn how to effectively implement instructional technology into an educational environment. Students will explore how Internet and online learning technology, combined with pedagogy, computer applications, digital media and web technology tools, can be used for teaching and learning. EDIT 10 may be taken for letter grade only.

#### Learning Outcomes

By the end of the course, you will be able to:

- Integrate technology to create pedagogical change in teaching and learning
- Apply the Internet and web in teaching and learning
- Communicate and network using blogs, wikis, and other Web 2.0 technologies
- Create and share information using digital media and multimedia technologies
- Develop lessons using technologies
- Demonstrate problem solving and inquiry learning using software and web tools
- Identify and evaluate educational technologies
- Identify security and ethical issues in teaching and learning using technologies

#### Required Textbook

- A combination Coursemate and eBook license for **Teachers Discovering Computers: Integrating Technology in a Changing World, 8th ed. by Gunter and Gunter**, ISBN 978-1-285-84547-0.
- You can purchase this at the website: [Cengagebrain.com](http://Cengagebrain.com)

#### Important Orientation Information

Students are required to attend an on campus orientation on the following date:

**Wednesday, September 6: 6:00 pm to 7:00 pm in LE228 (Library and Technology Building)**

**Note:** Students who cannot attend the on campus orientation must contact me to **schedule an online orientation** prior to the first orientation date. Students not in attendance at the orientation will be dropped from the course.

There are **two proctored exams** for this course as listed below (Students are **required** to bring valid identification):

**Midterm:** Friday, **November 3:** 6:00 pm to 8:00 pm in LE-228

**Final exam:** Tuesday, **December 19:** 6:00 pm to 8:00 pm in LE-228

**Note:** If you require any special accommodation for the proctored midterm and final, please contact me **as soon as possible** to set up online proctoring or make arrangements with the EVC proctoring center to provide an alternate schedule.

**Required Materials and Technology**

- Computer or mobile device capable of accessing the Internet (see Canvas Computer Specifications at <https://guides.instructure.com/m/4152/c/74371>)
- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current browser (Firefox or Chrome are preferable)
- High-speed Internet access for viewing online videos and more
- Google and Microsoft accounts that will allow you to access additional tools

**Course Calendar with Due Dates**

As a three-unit course, EDIT 10 will require approximately eight hours or more of work for each unit. All graded work will be due on the date specified at 11:59 p.m. Late submissions will be marked down if they are 24 hours late and will not be accepted if they are more than two days late. If you require special accommodations for the on campus midterm and final exam, please let me know well in advance of the scheduled date so I can make arrangements with the EVC Proctoring Center. If you’re having difficulty with the course, please see me as soon as possible. Lecture and discussion materials open and close on dates listed on the next page (pg. 3):

Dates	Topics	Assignments
Orientation 9/05-9/15	<ol style="list-style-type: none"> <li>1. Read Syllabus</li> <li>2. Read all items</li> </ol>	<ol style="list-style-type: none"> <li>1. Orientation Quiz</li> <li>2. Online Student Success: Study Skills &amp; Managing Time</li> <li>3. Discussion</li> <li>4. Create Profile</li> </ol>
Chapter One 9/18-9/25	Chapter 1: Integrating Educational Technology into the Curriculum	<ol style="list-style-type: none"> <li>1. Read textbook: pg. 1 – 52</li> <li>2. Check Point Games               <ol style="list-style-type: none"> <li>a. Flashcards</li> <li>b. Check Knowledge</li> <li>c. Crossword Puzzle</li> <li>d. Memory Games</li> <li>e. Practice Test</li> </ol> </li> <li>3. Quiz 1 (one attempt)</li> <li>4. Hands-on Lab</li> <li>5. Chapter 1 Project</li> <li>6. Discussion Postings</li> </ol>
Chapter Two 9/26-10/06	Chapter 2: Communications Networks, the Internet, and the World Wide Web	<ol style="list-style-type: none"> <li>1. Read textbook/eBook: pg. 53-98</li> <li>2. Check Point Games               <ol style="list-style-type: none"> <li>a. Flashcards</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>b. Check Knowledge</li> <li>c. Crossword Puzzle</li> <li>d. Memory Games</li> <li>e. Practice Test</li> </ul> <ul style="list-style-type: none"> <li>3. Quiz 2 (one attempt)</li> <li>4. Hands-on Lab</li> <li>5. Chapter 2 Project</li> <li>6. Discussion Postings</li> </ul>
Chapter Three 10/09-10/20	Chapter 3: Software for Educators	<ul style="list-style-type: none"> <li>1. Read textbook/eBook: pg. 99-152</li> <li>2. Check Point Games <ul style="list-style-type: none"> <li>a. Flashcards</li> <li>b. Check Knowledge</li> <li>c. Crossword Puzzle</li> <li>d. Memory Games</li> <li>e. Practice Test</li> </ul> </li> <li>3. Quiz 3 (one attempt)</li> <li>4. Hands-on Lab</li> <li>5. Chapter 3 Project</li> <li>6. Discussion Postings</li> </ul>
Chapter Four 10/23-11/03	Chapter 4: Hardware for Educators	<ul style="list-style-type: none"> <li>1. Read textbook/eBook: pg. 152-202</li> <li>2. Check Point Games <ul style="list-style-type: none"> <li>a. Flashcards</li> <li>b. Check Knowledge</li> <li>c. Crossword Puzzle</li> <li>d. Memory Games</li> <li>e. Practice Test</li> </ul> </li> <li>7. Quiz 4 (one attempt)</li> <li>8. Hands-on Lab</li> <li>9. Chapter 4 Project</li> <li>10. Discussion Postings</li> </ul>
<p><b>Proctored Midterm (Covers Chapters 1 to 4)</b></p> <p><b>11/03/17</b></p> <p><b>(6 PM – 8 PM in LE-228)</b></p>		
Chapter Five 11/06-11/17	Chapter 5: Technology, Digital Media, and Curriculum Integration	<ul style="list-style-type: none"> <li>1. Read textbook/eBook: pg. 203-256</li> <li>2. Check Point Games <ul style="list-style-type: none"> <li>a. Flashcards</li> <li>b. Check Knowledge</li> <li>c. Crossword Puzzle</li> <li>d. Memory Games</li> <li>e. Practice Test</li> </ul> </li> </ul>

		<ol style="list-style-type: none"> <li>3. Quiz 5 (one attempt)</li> <li>4. Hands-on Lab</li> <li>5. Chapter 5 Project</li> <li>6. Discussion Postings</li> </ol>
<p>Chapter Six</p> <p>11/20-12/01</p>	<p>Chapter 6: The Changing Face of Education – Teaching Online</p>	<ol style="list-style-type: none"> <li>1. Read textbook/eBook: pg. 257-350</li> <li>2. Check Point Games <ol style="list-style-type: none"> <li>f. Flashcards</li> <li>g. Check Knowledge</li> <li>h. Crossword Puzzle</li> <li>i. Memory Games</li> <li>j. Practice Test</li> </ol> </li> <li>3. Quiz 6 (one attempt)</li> <li>4. Hands-on Lab</li> <li>5. Chapter 6 Project</li> <li>6. Discussion Postings</li> </ol>
<p>Chapter Seven</p> <p>12/04-12/11</p>	<p>Chapter 7: Evaluating Educational Technology and Integrating Strategies</p>	<ol style="list-style-type: none"> <li>1. Read textbook/eBook: pg. 351-410</li> <li>2. Check Point Games <ol style="list-style-type: none"> <li>k. Flashcards</li> <li>l. Check Knowledge</li> <li>m. Crossword Puzzle</li> <li>n. Memory Games</li> <li>o. Practice Test</li> </ol> </li> <li>3. Quiz 7 (one attempt)</li> <li>4. Hands-on Lab</li> <li>5. Chapter 7 Project</li> <li>6. Discussion Postings</li> </ol>
<p>Chapter Eight</p> <p>12/12-12/21</p>	<p>Chapter 8: Security Issues, Ethics in Education</p>	<ol style="list-style-type: none"> <li>1. Read textbook/eBook: pg. 411-454</li> <li>2. Check Point Games <ol style="list-style-type: none"> <li>p. Flashcards</li> <li>q. Check Knowledge</li> <li>r. Crossword Puzzle</li> <li>s. Memory Games</li> <li>t. Practice Test</li> </ol> </li> <li>3. Quiz 8 (one attempt)</li> <li>4. Hands-on Lab</li> <li>5. Chapter 8 Project</li> <li>6. Discussion Postings</li> </ol>
<p><b>Final Proctored exam</b></p>	<p><b>Cover Chapters 5 to 8</b></p> <ul style="list-style-type: none"> <li>• <b>Part 1: Critical thinking question</b></li> <li>• <b>Part 2: Hands on lab</b></li> </ul>	<p><b>Date: December 19</b></p> <p><b>Time: 6pm – 8pm</b></p> <p><b>Room: LE-228</b></p>

## Course Assignments and Weights

It is very important that you read the detailed information on each of these course assignments at the upcoming “Course Assignments Descriptions” document. Passing grade is 70% or more.

Assignments	Weight
Discussion	15%
Hands-on Lab	20%
Projects	25%
Quizzes	10%
Proctored Midterm	10%
Proctored Final	20%
<b>Total Percentage</b>	<b>100%</b>

## Time Commitment & Recommended Skills

- This class will take **eight or more hours per chapter**. Your time commitment will vary based upon your own level of experience with web technologies.
- You are also expected to submit work and begin reading and submitting assignments based on the assigned due dates.
- Although this class is designed for beginning Canvas users, you should have the following:
  - Basic computer skills (word processing, e-mail, file management)
  - Basic Internet skills (use of browser, searches, uploading/downloading files)
  - Familiarity with discussion boards
  - An open mind and willingness to try new things

## Communication- How to Reach the Instructor

- The fastest way to communicate with me is by Canvas Inbox. You may send an email directly to my campus address, [nasreen.rahim@evc.edu](mailto:nasreen.rahim@evc.edu). However, once class begins, I prefer that you send email through the **mail function in Canvas Inbox**.
- I will reply to emails within 48 hours, although during the day I check messages frequently and usually reply sooner than that. If you have not heard from me within 48 hours of sending your message, I probably did not receive it, so please contact me again. (If you misspell my name, the email will not come through to me, so please recheck your spelling before sending!).
- I will address questions and comments submitted with assignments at the time of grading that specific assignment.
- You will be kept informed if I am attending any conference out of town or if I fall sick.
- Zoom Office hours: **Tuesdays: 7:00pm-8:30pm or by appointment**

- On campus Office Hours: **Mondays (12pm – 1:30pm) in LE-227 or by appointment**

### **When will Grades be Posted?**

If assignments are due at midnight on Sunday night, then I will post grades and comments for the assignment by midnight on Wednesday night (sometimes 2 to 4 days). However, I will not grade any papers before the assignment due date. This is for both of our benefits.

This is not a self-paced course, and you will be required to work together as a class within the discussions and certain group/partner activities. Therefore, the drop box and discussion boards are date-restricted to open as appropriate for the assignments. It is entirely possible that I set a date incorrectly, so please let me know if you should have access to something, and it hasn't opened yet.

### **Working Ahead of the Schedule**

I know the challenges of being an adult learner. If, at any time, you need to have the next week's discussion or assignment opened early, please let me know, and I will be glad to open the next forum to accommodate your schedule. However, I will **not** open more than one discussion forum ahead of the current week's forum. This helps everyone focus on the content for this week without being distracted or feeling behind.

The majority of the assignments for this course will be submitted by posting in the "discussion forums" or "drop boxes." It is strongly recommended that you draft (and save) all assignments in Microsoft Word (or other word processing program) and then **copy and paste** the information into discussion forum postings. That way you will have a copy saved on your computer should anything go wrong. Keep a copy of all of assignments you wish to include in your computer.

### **Late Policy – Sample:**

Due dates for each module are published on the course calendar. Work turned in by 11:59 PM on the due date, as evidenced by the date stamp given on the discussion board or drop box, will be considered on time and will receive full credit. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback.

Assignments and discussion forum postings and replies submitted after the due date will receive a 10% grade deduction. In other words, assignments which would have been rated A or Exemplary will be graded as B, or instead of 100%, the grade will be 90%. Work submitted after two days past the original due date will not be accepted and will receive a zero.

Assignment grades will be posted in the grade book within 2 to 4 days after the assignment due date. If a grade is not posted, then the assignment was missing in the appropriate drop box folder. Check the grade book and drop box throughout the course to review assignment feedback. If you have questions or concerns about a grade, please contact me ASAP. Do not wait until final grades have been posted to discuss missing assignments or missing grades in the gradebook.

*Contact me in advance* if you are going to be late or miss an assignment. Timely communication is an e-learning best practice. Prior email notice to me in sufficient time to allow for discussing an alternative schedule is required.

I will review late requests and circumstances on a case by case basis and make decisions accordingly. If an emergency arises that prevents you from completing your work on time, please email me as soon as possible so that arrangements can be made for you to keep up in the class. The late policy may be waived at the instructor's discretion in case of an emergency. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: family

weddings, vacations, conferences or any other event which can be planned around.

**Excused Makeup Work** - If a late submission has been requested in advance of the due date and the instructor grants an extension, no points will be deducted from the assignment grade.

**Incompletes** - (I's) will not be given except under extenuating circumstances that are discussed with your instructor prior to posting final grades.

### **Special Learning Needs Related Accommodations:**

If you have a learning or physical need that requires special accommodations in this class, please make an appointment with the Disabilities Support Program in SC-120, telephone 270-6447, website <http://www.evc.edu/current-students/support-programs/dsp-s>, and notify me of the accommodations needed. If you require any special accommodations for this class, please contact me as soon as possible to ensure a quality learning experience. I will be happy to work with you to meet your specific needs.

### **Attendance and Drops**

Students who demonstrate regular online attendance and participation will receive maximum benefit from their investment in this course. Students who miss the orientation session will be dropped from the class. Until the 75% point in the semester (November 27), students missing more than two weeks of assignments (the online equivalent of not attending class for two weeks) will be disqualified from the class, which means I may drop them. After Monday, November 27, students who have not dropped must receive an evaluative grade, which may include an F or an FW.

### **Attendance Policy (2015-2016 EVC College Catalog, page 148)**

Students are expected to attend all sessions of each class. Instructors may drop students from class if they do not attend the first class meeting. Excessive absences may lead to disqualification (being dropped) from a course by the instructor. A student who simply stops attending without formally dropping may receive an unsatisfactory grade and may be required to repay financial aid funding. It is the ultimate responsibility of the student to drop from a course; do not expect an instructor to know your intentions. You may drop on the MyWeb system or by completing the proper forms in the Office of Admissions and Records. To be eligible for a refund of fees and/or prevent a recorded grade of F, FW, or W, you must drop the class on or before the posted date.

### **Early Alert Notifications**

Evergreen Valley College is committed to improving student success and believes that all students can succeed in their academic work and achieve their educational goals. Thus it has implemented an Early Alert Program allowing instructors early in the semester to notify students who are struggling in their classes and who might be at-risk of not passing the course. Once I report that a student is at-risk of failing the course, the student will receive an email and a follow-up phone call encouraging the student to talk with me, seek tutoring if needed, and/or use other on-campus resources available to students. Receiving an Early Alert notice is not meant to be punitive and it does not affect a student's GPA or show up on a student's transcript. It's a friendly reminder for a student to check with me and seek help in order to successfully complete the course.

## **Course Format**

This course is designed to be offered as a fully online course, and all work must be completed by the date listed in the syllabus and within the module itself. It is divided into eight chapters (excluding Orientation). Each chapter includes project, discussion, hands on lab, and a quiz that must be completed at the end of that chapter. Participants will also be involved in a group project and peer review activities. All work must be submitted by the dates listed. The chapters include how-to instructions for accomplishing various tasks in how to use and effectively integrate educational technology and quiz within the chapter. Group project, group discussions, and peer reviews will be assigned within Canvas for participants to experience the power of student-centered learning.

This course is graded, and participants must achieve 70% or more on the graded activities to receive passing grade.

## **Netiquette (Conduct Online)**

Any student who posts a message that is deemed by the instructor to be derogatory, abusive, threatening, sarcastic, rude, inflammatory or otherwise offensive shall immediately have his or her Discussion Forum privileges suspended pending an investigation into the matter. Further postings of a like nature shall be punishable under the conditions specified in the Code on the entry page of Canvas.

## **Grade Scale and Policy**

As stated above, this is a graded course and participants must achieve 70% and more on the graded activities in order to pass this course. Furthermore, successful completion of this course will equip participants with a solid understanding of educational technology, including how to use computers, how to access and evaluate information on the Web, and how to integrate computers and educational technology into classroom curriculum. If you have any questions at any time pertaining to any of these policies, please bring them to my attention rather than take any risks.

The instructor reserves the right to change the terms of this syllabus as conditions warrant.

## **Canvas Login Information:**

- Student Login Instructions: <http://www.sjeccd.edu/district-services/ITSS/canvas/student-login-instructions>
- Technical Support: Mon-Fri, 7:00 a.m. to 5:30 p.m., contact the District Help Desk at [helpdesk@sjeccd.edu](mailto:helpdesk@sjeccd.edu) or (408) 270-6411
- After Hour Technical Support: Mon-Fri, 5:00 p.m. to 8:00 a.m. and weekends (24x7), contact Canvas Support Hotline: EVC call 844-303-5596 and SJCC call 844-303-0353

To prevent problems, make sure your email address on file in Admissions and Records and in MyWeb is correct. For more information, contact the Help Desk for technical support at telephone 408 270-6411, or email [helpdesk@sjeccd.edu](mailto:helpdesk@sjeccd.edu).

A free Canvas app is available for you to connect to our site with your mobile device. Complete instructions are at <http://www.sjeccd.edu/district-services/ITSS/canvas/student-login-instructions>

## Appendix E

### Resources for Distance Learning

#### Resources for Instructors

- Instructor: <https://community.canvaslms.com/docs/DOC-4131>
- District Helpdesk for Technical Support (M-TH: 7:00 am to 7:30 pm; Fri. 7:00 am to 5:30 pm)
  - Phone: (408) 270-6411
  - e-mail - [helpdesk@sjeccd.edu](mailto:helpdesk@sjeccd.edu)
- Evenings and Weekends Helpdesk for Technical Support
  - Phone: (844) 303-5596
  - Email: [support@instructure.com](mailto:support@instructure.com)
- General Distance Learning Program information
  - Email: [nasreen.rahim@evc.edu](mailto:nasreen.rahim@evc.edu)
  - Phone: (408) 274-7900 X6426
- Proctoring Center:
  - William Nguyen ([william.nguyen@evc.edu](mailto:william.nguyen@evc.edu))
  - Phone: (408) 274-7900 x6802
- Online Library – <http://libguides.evc.edu/de>
- Tutoring Center: <http://www.evc.edu/current-students/tutoring-center>
  - Online Tutoring: <http://www.evc.edu/AcademicAffairs/Documents/NetTutor-Online-Tutoring.pdf>
- Text of federal regulations:
  - <https://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>
- US Department of Education Q&A on credit hour
  - <https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>
- Detailed link for Distance Education Program:
  - <http://www.evc.edu/academics/academic-affairs/distance-education>
- Detailed Information Link for Technology Resource Center (TRC):
  - <http://www.evc.edu/academics/divisions-departments/technology-resource-center>

#### Resources for Distance Learning Students

- Student: <https://community.canvaslms.com/docs/DOC-4121>
- District Helpdesk for Technical Support (M-TH: 7:00 am to 7:30 pm; Fri. 7:00 am to 5:30 pm)
  - Phone: (408) 270-6411
  - e-mail - [helpdesk@sjeccd.edu](mailto:helpdesk@sjeccd.edu)
- Evenings and Weekends Helpdesk for Technical Support
  - Phone: (844) 303-5596
  - Email: [support@instructure.com](mailto:support@instructure.com)
- Online Library:
  - <http://libguides.evc.edu/de>

- Online Tutoring:
  - <http://www.evc.edu/AcademicAffairs/Documents/NetTutor-Online-Tutoring.pdf>
- Online bookstore:
  - <https://www.bkstr.com/evcstore/home>
- Online Financial Aid
  - <http://www.evc.edu/current-students/financial-aid-and-scholarships>

**From:** [Rahim, Nasreen](#)  
**To:** [Rahim, Nasreen](#)  
**Cc:** [REDACTED]  
**Subject:** Fall 2017 Distance Education Faculty  
**Date:** Friday, August 25, 2017 10:46:12 AM  
**Attachments:** [Sample Syllabus- Fall 2017.docx](#)  
[Feedback Sample.pdf](#)  
[Regular Effective Contact-updated SP2017 .docx](#)  
**Importance:** High

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Hello to faculty teaching fully online courses,

Welcome to the Fall 2017 semester!

This is to inform you that, as of August 21, District ITSS has started uploading students in all Canvas course shells. I am sure all of you have started getting your online courses ready in Canvas for Fall 2017. Anyone having issues with logging-in to Canvas or locating your Fall 2017 online courses in Canvas, please contact me immediately. You can also contact the following support services for help as well:

- [Support for Weekdays \(Mon-Thu, 7am-7:00pm and Fri 7am-5:30pm\)](#)
  - Phone: (408) 270-6411
  - Email: [helpdesk@sjeccd.edu](mailto:helpdesk@sjeccd.edu)
- [Support for Evenings \(Mon-Fri, 5pm-8am\) & Weekends \(Sat-Sun, 24 hours\)](#)
  - Phone: (844) 303-5596
  - Email: [support@instructure.com](mailto:support@instructure.com)

**Please Note:** Read the followings carefully since the college depends on us to clear the one issue of ACCJC (Recommendation 5):

As you all know that at the October 2016 visit, ACCJC found EVC'S online courses "non-compliant" on the DED Recommendation 5. Beginning Spring 2017, the Distance Education Committee (DEC) along with your cooperation, has been working hard to ensure that EVC's online courses meet the ACCJC standards and more. As we embark on the Fall 2017 semester, the DE Committee will continue to address the ACCJC concerns by following up on the previous feedback to faculty who have been using Canvas in Spring 2017 and Summer 2017. The rest of the faculty teaching online courses in Canvas (for the first time) will receive their initial feedback for Fall 2017.

Attached are the following documents:

1. **Regular Effective Contact Hours Feedback:** Please review this form as you develop your online class(es) since this will guide you towards developing quality online course that addresses the ACCJC compliance on Regular Effective Contact Hours. FYI- The verbiage of Regular Effective Contact Hours developed by the DEC is attached to this message.
2. **Sample Syllabus:** This is to help you to create your syllabus for Fall 2017 with special

emphasis on **page 6 & 7 (How to Reach the Instructor and When will Grades be Posted?)**. They address the regular effective contact by specifying the frequency and timeliness of the instructor initiated contact and feedback in a timely manner as part of the syllabus. You may also include this in your welcoming letter to your students and /or include part of it in the Homepage of your online class.

3. **EDIT022 (REG. ID# 88487)**: If you have not taken the 3.0 unit **EDIT022 (REG. ID# 88487)** online class, I highly recommend that you register for this class. This course also integrates the **Course Design Rubric for the Online Education Initiative** to train faculty how to not just build courses in Canvas, but how to build quality courses. The sample syllabus attached is the syllabus for EDIT022.

Please let me know if you have any question or concern.

Thank you for your cooperation and understanding.

Sincerely,

*Nasreen Rahim, Ed.D.*

Coordinator, Distance Education  
Faculty, Instructional Technology  
Evergreen Valley College  
3095 Yerba Buena Road  
San Jose, CA 95135

<b>Summer Canvas Training for June 2016</b>			
<b>Days</b>	<b>Time</b>	<b>Room</b>	<b>Virtual* (need built in camera)</b>
Friday, June 3	10am-1pm	LE-228	Meeting ID: 356-215-2576
Monday, June 13	10am-1pm	LE-228	Meeting ID: 356-215-2576
Tuesday, June 14	10am-1pm	LE-228	Meeting ID: 356-215-2576
Tuesday, June 21	10am-1pm	LE-227	Meeting ID: 356-215-2576
Wednesday, June 22	10am-1pm	LE-227	Meeting ID: 356-215-2576
Thursday, June 23	10am-1pm	LE-227	Meeting ID: 356-215-2576
Friday, June 24	10am-1pm	LE-227	Meeting ID: 356-215-2576
Monday, June 27	10am-1pm	LE-227	Meeting ID: 356-215-2576
Tuesday, June 28	10am-1pm	LE-227	Meeting ID: 356-215-2576
Wednesday, June 29	10am-1pm	LE-227	Meeting ID: 356-215-2576
Thursday, June 30	10am-1pm	LE-227	Meeting ID: 356-215-2576
<p>Note: Create your Zoom Account:            Sign up in ConferNow: <a href="http://confernow.org/">http://confernow.org/</a>            Please download Zoom (Guide):  <a href="http://conferzoom.org/ConferZoom/Guide">http://conferzoom.org/ConferZoom/Guide</a></p>			

**From:** [Rahim, Nasreen](#)  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** Canvas training  
**Date:** Wednesday, March 22, 2017 7:31:13 PM  
**Importance:** High

---

Hello to all DE faculty,

This is to inform you to attend the Canvas Training offered for the rest of March 2017. Also, please send me the time of the day that is suitable for you so I can customize my training dates and hours for the April 2017 Canvas training accordingly. Those who have courses in Moodle, **please backup** the courses that you cannot afford to lose. Faculty teaching online and hybrid courses and are still using Moodle, **MUST** attend the training sessions if they need help to move their courses from Moodle to Canvas. Faculty using Moodle to enhance their face-to-face classes, are also welcome to the March 2017 training session listed below:

Date	Time	Room
Thursday, March 23	10:00am to 12:00pm	LE-227
Friday, March 24	1:30pm to 3:30pm	LE-227
Monday, March 27	10:00am to 12:00pm 5:00pm to 7:00pm	LE-227
Tuesday, March 28	10:00am to 12:00pm	LE-227
Wednesday, March 29	10:00am to 12:00pm 6:00pm to 8:00pm	LE-227
Thursday, March 30	10:00am to 12:00pm	LE-227
Friday, March 31 Canvas Show and Tell	C-101C Session 2	C-101C Session 2
Friday, March 31 Canvas for faculty teaching fully online courses	LE-232 Session 3	LE-232 Session 3

*Nasreen Rahim*

Coordinator, Distance Education  
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Phone#: (408) 274-7900 x6246

**From:** [Rahim, Nasreen](#)  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** April Training Sessions on Digital Learning in Canvas  
**Date:** Tuesday, April 18, 2017 5:42:02 PM  
**Importance:** High

---

Hello to all DE faculty,

You are invited attend the **Digital Learning in Canvas** offered for in April 2017. Training will be customized based on your needs. Those who have courses in Moodle, **please backup** the courses that you cannot afford to lose. Faculty teaching online and hybrid courses and are still using Moodle, **MUST** attend the training sessions if they need help to move their courses from Moodle to Canvas. Faculty using Moodle to enhance their face-to-face classes, are also welcome to the April 2017 training session listed below. Please act on it **FAST** as we have no time to loose since there will be **no Moodle** after Spring 2017:

<b>Date</b>	<b>Time</b>	<b>Room</b>
Wednesday, April 19	10:00am to 12:00pm; 6:00pm – 8:00pm	LE-227
Thursday, April 20	10:00am -12:00pm	LE-227
Friday, April 21	1:30pm-3:30pm	LE-227
Monday, April 24	3:00pm – 5:00pm; 6:00pm-8:00pm	LE-227
Tuesday, April 25	10:00am to 12:00pm	LE-227
Wednesday, April 26	10:00am to 12:00pm; 6:00pm – 8:00pm	LE-227
Thursday, April 27	10:00am to 12:00pm	LE-227
Friday, April 28	1:30pm-3:30pm	LE-227

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Phone#: (408) 274-7900 x6246

**From:** [Rahim, Nasreen](#)  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** Friendly Reminder: Canvas Workshops for November and December 2017  
**Date:** Sunday, November 26, 2017 10:49:50 PM  
**Importance:** High

---

Hello to all,

This is to remind you of the Canvas workshop sessions available for all levels and topics. Please RSVP to let me know which session(s) works best for you and if you have any specific Canvas tools and topics that you'd like to cover in this session.

Canvas Workshop Sessions:

<b>Date</b>	<b>Time</b>	<b>Room</b>
<b>Monday, Nov. 27</b>	<b>10:00 am – 12:00pm</b>	<b>LE-227</b>
<b>Tuesday, Nov. 28</b>	<b>5:00 pm – 7:00 pm</b>	<b>LE-227</b>
<b>Wednesday, Nov. 29</b>	<b>12:00 pm – 2:00 pm</b>	<b>LE-227</b>
<b>Monday, Dec. 4</b>	<b>11:00 am – 1:00 pm</b>	<b>LE-227</b>
<b>Tuesday, Dec. 5</b>	<b>5:00 pm – 7:00 pm</b>	<b>LE-227</b>
<b>Wednesday, Dec. 6</b>	<b>11: 00 am – 1:00 pm</b>	<b>LE-227</b>
<b>Thursday, Dec. 7</b>	<b>4:00 pm – 6:00 pm</b>	<b>LE-227</b>
<b>Monday, Dec. 11</b>	<b>12:00 pm – 2:00 pm</b>	<b>LE-227</b>
<b>Tuesday, Dec. 12</b>	<b>5:00 pm – 7:00 pm</b>	<b>LE-227</b>
<b>Wednesday, Dec. 13</b>	<b>10:00 am – 12 pm</b>	<b>LE-227</b>
<b>Thursday, Dec. 14</b>	<b>11:00 am – 1:00 pm</b>	<b>LE-227</b>
<b>Monday, Dec. 18</b>	<b>10:00 am – 12:00 pm</b>	<b>LE-227</b>
<b>Tuesday, Dec. 19</b>	<b>11:00 am – 1:00 pm</b>	<b>LE-227</b>
<b>Wednesday, Dec. 20</b>	<b>10:00 am – 12:00 pm</b>	<b>LE-227</b>
<b>Thursday, Dec. 21</b>	<b>10:00am -12:00pm</b>	<b>LE-227</b>

**Virtual training available via Zoom:** Meeting ID# 356-215-2576

Self-paced training web link: <https://sjeccd.instructure.com/courses/80>

Here are tutorials for those who would like a head start to get their courses ready for the next semester(s):

1. [How to copy a Canvas course into a new course shell?](#)

## 2. [How to Import a Canvas Course Export Package?](#)

Please let me know if you have any question.

*Nasreen Rahim, Ed.D.* Coordinator, Distance  
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95135

**From:** Rahim, Nasreen  
**Sent:** Thursday, January 25, 2018 6:36 PM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** January and February 2018 Canvas Workshop Sessions and more!

Hello to all,

Welcome back to the Spring 2018 semester!

This is to inform you of the Canvas workshop sessions available for all levels and topics.

**Note: Please RSVP** to let me know which session(s) works best for you and if you have any specific Canvas tools and topics that you'd like to cover during the session(s).

Canvas Workshop Sessions for January and February 2018:

Date	Time	Room
<b>January Canvas Training</b>		
Monday, Jan. 29	10:00am to 12:00 pm	LE-227
Tuesday, Jan. 30	2:00pm to 4:00pm	LE-227
Wednesday, Jan. 31	3:00pm to 5:00pm	LE-227
<b>February Canvas Training</b>		
Thursday, Feb. 1	2:00pm to 4:00 pm	LE-227
Friday, Feb. 2	10:00am to 12:00pm	LE-227
Monday, Feb. 5	10:00am to 12:00pm	LE-227
Tuesday, Feb. 6	1:00pm to 3:00pm	LE-227
Wednesday, Feb. 7	12:00pm to 2:00pm	LE-227
Thursday, Feb. 8	4:00pm to 6:00pm	LE-227
Monday, Feb. 12	10:00am to 12:00pm	LE-227
Tuesday, Feb. 13	11:00am to 1:00pm	LE-227
Wednesday, Feb. 14	10:30am to 12:30pm	LE-227
Thursday, Feb. 15	2:00pm to 4:00pm	LE-227
Friday, Feb. 16	10:00pm to 12:00pm	LE-227
Monday, Feb. 19	1:00pm to 3:00pm	LE-227
Tuesday, Feb. 20	11:00am to 1:00pm	LE-227
Wednesday, Feb. 21	10:00am to 12:00pm	LE-227
Thursday, Feb. 22	10:00 am to 12:00 pm	LE-227
Friday, Feb. 23	10:00 am to 12:00 pm	LE-227
Monday, Feb. 26	11:00 am to 1:00 pm	LE-227
Tuesday, Feb. 27	11:00 am to 1:00 pm	LE-227
Wednesday, Feb. 28	11:00 am to 1:00 pm	LE-227

**Virtual training available via Zoom:** Meeting ID# 356-215-2576

Self-paced training web link: <https://sjeccd.instructure.com/courses/80>

Here are tutorials for those who still need to get their courses ready for the Spring 2018:

1. [How to copy a Canvas course into a new course shell?](#)

2. [How to Import a Canvas Course Export Package?](#)

Please let me know if you have any question.

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# Principles for Quality Online Teaching

Effective online teaching combines awareness of course design with strategies for supporting learners. The more than two million students who attend California's community colleges are not only racially, physically, and cognitively diverse, but also face social and emotional barriers which may impact their success. Part of the California Community College mission is to serve all of these students. The following five principles articulate teaching strategies and behaviors which work hand-in-hand with the course design elements outlined in the OEI Course Design Rubric to support student success.

The principles were developed from the original @ONE Standards for Quality Online Teaching and best practices supported through current research and the input of thought leaders from the CCCs. The principles focus on the interconnections between student success and *teaching*. Underpinning the principles is a focus on continuous professional development to support growth, adapt to technological innovation, and develop teaching strategies that support California community college students.

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# 1

Effective online teachers are present within their course.

Community college students are more likely to come from underserved populations and are inclined to feelings of self-doubt in academic settings. When learning online, our students need to know they have an instructor who cares and is there to support them, and that they are part of a vibrant learning community. Effective online teachers mindfully cultivate their presence at the course level and one-on-one with students. These interactions foster a relationship based on trust, which is the foundation of a learning community.

This principle underscores:

- Evaluating and incorporating digital tools to support the development of a learning community;
  - Providing a supportive environment for all learners;
  - Incorporating tools and activities to support student-to-student interaction and presence;
  - Using multiple tools to support instructor-to-student interaction.
- 

# 2

Effective online teachers apply equitable methods to promote student access and success while acknowledging institutional obstacles.

Students find purpose in their learning process when they can connect with the instructor, and when learning objectives and the course content connect with their personal experiences. Applying equitable methods promotes student access and success while acknowledging institutional obstacles. This principle addresses learning barriers in the online learning environment and introduces effective practices to improve equitable outcomes across disciplines, moving us toward equity-minded online classrooms that are welcoming, supportive, and student-centered.

This principle enables:

- Developing culturally aware course content and assessments, and inclusive pedagogies;
- Supporting students as they navigate institutional expectations while enhancing their digital literacy;
- Improving students' sense of belonging and increasing engagement;
- Building capacity for creating equity-minded institutions;
- Aligning online teaching and learning to college success plans

# 3

Effective online teachers respond to student needs and use data for continuous course improvement.

Effective teaching is inherently dynamic. Each time we teach a course, present a lecture, or engage our students in a learning activity, we *teach* when we respond to student questions and feedback “in the moment.” Effective teachers use experience to modify a lesson from semester to semester. Great online courses are not simply copied from semester to semester without significant changes, or allowed to run on autopilot, but rather are taught dynamically and improved with each iteration.

This principle supports:

- Applying student self-assessment to guide learning opportunities;
- Using formative and summative assessment and course analytics to monitor student interaction and learning and responding appropriately;
- Leveraging communication tools to support student success;
- Developing plans for improving courses each time they are taught.

# 4

Effective online teachers teach and model ethical online interaction, while helping students develop digital literacy that will poise them for success.

In the connected era, students will be most successful after college if they have a digital presence that promotes their unique abilities and strengths. Online instructors are poised to play a powerful role in the development of our students’ digital footprint. Students aspire to be like their instructors who actively model safe and professional use of digital tools and resources. Effective online teachers understand that engaging students in the web is an important part of becoming digitally literate and, as such, learning is not tied to a textbook.

This principle emphasizes:

- Developing one’s own professional digital presence;
- Using and remixing digital Open Educational Resources (OER) to facilitate active learning;
- Establishing a learning culture that promotes curiosity and critical examination of online resources while fostering digital literacy and media fluency;
- Providing opportunities for students to create content that can be shared outside of a learning management system;
- Fostering a learning environment that encourages students to connect with and learn from a global audience.

# 5

Effective online teachers recognize ongoing professional development is a central component of their success.

Because technology is dynamic, our understanding of the most effective and responsive means to connect with students must be as dynamic. Ongoing professional development, then, is a central component to effective online teaching.

Within the CCC ecosystem, some ways faculty can meet this principle are by:

- Participating in the CCC community of practice, including, but not limited to, CCC sponsored webinars, blogs, newsletters, and social media;
- Attending conferences focused on online teaching, including the Online Teaching Conference and other in person events;
- Engaging in ongoing professional development for online instructors;
- Sharing in discipline-specific conversations about online teaching.

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