Welcome!

Teaching online, hybrid or web-enhanced courses opens new opportunities to transform your classroom. While there are many similarities between teaching an online class and a traditional brick and mortar class, distance education requires alternative methods of engaging students and delivering course instruction. This faculty handbook contains essential information about requirements, guidelines, and procedures for teaching Distance Education (DE) courses at Evergreen Valley College and aims to support you in your professional development as an online instructor.

The Distance Education Committee respectfully submit this Distance Education Faculty Handbook to the Academic Senate for approval. It is understood that the content of this handbook will be annually reviewed and updated as needed.

Approved by DEC
Approved by Academic Senate
Last Update: Spring 2023
“Technology will not replace great teachers, but technology in the hands of great teachers can be transformational”
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Introduction

Distance education (DE) at Evergreen Valley College offers a wide variety of quality online classes both asynchronously and synchronously with excellent learning resources and support to give students a flexible online alternative to achieve academic success. In support of Evergreen Valley College’s Mission, Vision, and Values, the Distance Education program offers students access to quality instruction and support in online and hybrid environments to empower a global community of learners.

I. DE Definitions, Policy & Regulations

I. “Distance education” means education that uses one or more of the technologies to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously (34 C.F.R. §600.2) This definition of “distance education” does not include correspondence courses.

II. Academic freedom – freedom in the classroom in discussing their subject.

III. Distance Education classes or classes taught in the DE modality are defined, in accordance with California Community College and ACCJC standards, as course sections in which instructor and student meet in a classroom on campus part of the time or none of the time.

IV. Substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion and includes three or more of the following:

- Providing direct instruction
- Assessing or providing feedback on a student’s coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion using tools integrated in LMS regarding the content of a course or competency
- Other program specific instructional activities as approved by institution or program accrediting agency

V. Distance Education Programs, in accordance with the ACCJC standards are those in which 100% of the required courses have an approved DE addendum through Evergreen Valley’s curriculum process.
2. Curriculum Approval Process for DE Courses

Title 5 requires that all types of distance education courses be separately reviewed and approved. This includes both new courses and courses already offered in the traditional mode. Distance Education courses are required to be virtually equivalent to their on-campus version in all but the delivery modality. Therefore, the existing course outline’s expectations and parameters establish the requirements of the course quality. 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 the virtual equivalent of the on-campus class.

All-College Curriculum Committee (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, certain subjects may require that testing be done in a proctored environment or on-campus, rather than online. On-campus or synchronous online meetings are not required for asynchronous online courses but are required for hybrid and synchronous online courses at formally scheduled times as listed in the Schedule of Classes.

At Evergreen Valley College, faculty must complete the DE addendum in CurriQnet (the curriculum management system) to offer DE courses in any of the approved five modalities. Separate approval is required for each type of a DE modality. See Instructions for completing and submitting the DE addendum in Appendix A. Acting on the recommendations of the Distance Education Committee on distance learning courses, the Curriculum Committee approves the information requirements set forth in the Distance Education 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 education class is comparable to on-campus class.

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

The Chancellor’s Office requires that the curriculum for each DE 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. The purpose of this review is to verify that such courses are virtual equivalent to on-campus classes in terms of rigor, scope, and conduct.
3. DE Modalities

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of communication technology (§ 55200). On February 2nd, 2022, the following DE modalities that all meet this definition were approved by the Evergreen Valley College Academic senate as part of the new DE addendum.

**Fully Asynchronous (fully online):** All Course content is delivered through the college’s Learning Management System (LMS) with no required meetings. All approved instructional contact hours, including online assessments, are delivered through these online interactions in the LMS. No in-person, on campus meetings or assessments should be required. An online orientation is required. Instructor may choose to conduct the orientation via web conferencing tool that must be recorded and posted in the LMS for students who may not be able to attend the orientation.

**Asynchronous Hybrid (partially online, partially on campus):** A portion of the on-campus instruction (1%-99%) is replaced with activities and assessments delivered through the LMS. An orientation is required. Instructor may choose to conduct the orientation via web conferencing tool or during the scheduled-on campus, in-person meeting. The Online orientation via web conferencing tool must be recorded and posted in the LMS for students who may not be able to attend.

**Fully Synchronous (scheduled online meetings via video conferencing):** All class meetings are scheduled online via web conferencing tool in the LMS to meet the weekly instructional contact hours requirement. The LMS is used to augment instruction, evaluations, and course content delivery. No in-person, on campus meetings or assessments should be required. An online orientation is required.

**Synchronous Hybrid (class meetings are partially online and partially on campus):** A portion of on-campus instruction (1%-99%) is replaced with activities and assessments delivered synchronously via web conferencing. An orientation is required. Instructor may choose to conduct the orientation via web conferencing tool or during the scheduled-on campus, in-person meeting. The Online orientation via web conferencing tool must be recorded and posted for students in the LMS who may not be able to attend.
Online Blend (partially asynchronous and partially synchronous): A portion of the asynchronous course (1%-99%) is replaced with scheduled online meetings via web conferencing tool in the LMS. No in-person, on campus meetings or assessments should be required. An online orientation is required.

4. CANVAS – EVC’s LMS (Learning Management System)

Canvas is the learning management system we use at EVC. Faculty and students log in through SSO (single sign on) from the EVC website. Every credit and noncredit course, scheduled in Self-Service automatically results in a Canvas course being created and populated with the instructor and enrolled students. At the end of the term, the course does not disappear but does change in how it may be accessed and used. Faculty are encouraged to utilize the faculty resource course: Innovation in Online Teaching and Learning (IOTL) as resource. You may also sign up for the free @One course, Introduction to Teaching with Canvas to familiarize yourself with Canvas.

5. DE Course Standards at Evergreen Valley College

The online 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.

All-College Curriculum Committee (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 education class maximums must be the same as those for the equivalent on-campus classes, except if otherwise specified in the contract.

On-campus or synchronous online meetings cannot be required for asynchronous online courses but are required for hybrid courses at formally scheduled times as listed in the Schedule of Classes. All online courses at EVC need to follow the OEI course design rubric standards

5.1 Accessibility

Both State and Federal law require community colleges to operate all programs and activities in a manner, which allows full accessibility 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. All distance education courses must meet the following accessibility requirements:

- Videos with audio are captioned
- Audio files have text transcripts
- Images have alternative text or descriptions
- Color alone is not used to convey meaning
- Tables include row and column headers
- Meaningful (descriptive) links are used
- Consultation with Disabilities Support Program (DSP) is required if other accommodations are needed.

The college provides the necessary training and resources for faculty to ensure accessibility in Web-mediated courses. Since Spring 2021, EVC has been offering a 3.0-unit college credit course to all called EDIT023: Accessible Course Content

### 5.2 Regular Substantive Interaction (RSI)

DE courses require frequent communication with students. Research shows that instructor's contact is the most important factor contributing to DE student success. Title 5 section 55204 requires that in addition to locally-established requirements applicable to all courses, any portion of a course conducted through distance education must include regular and substantive interaction between the instructor(s) and students and among students either synchronously or asynchronously.

- Instructors will initiate substantive interactions with the student on a predictable and scheduled basis reflective of the content and the duration of the course.
- All instructional tools in use by students must be fully integrated or embedded into LMS and meet regulatory compliance standards such as Family Educational Rights and Privacy Act (FERPA), Accessibility, and Student Authentication.
- Each week of instructional time should be aligned with the duration of the course and number of credit units. A week of instructional time is any week in which the
institution specifies availability of the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives. The institution expects enrolled students to perform educational activities demonstrating academic engagement each week.

Evidence of Regular and Substantive Interaction (RSI), as described in the state and federal requirements, includes but is not limited to the following: Announcements, chat rooms, email, and Discussion forums via the Learning Management System (LMS), Use of speed grader and rubrics to provide timely feedback, field trips, group meetings/seminars, individual meetings, lab activities, library workshops, orientation sessions, review/study sessions, supplemental seminars, telephone/voicemail, video conferencing.

5.2.1 Email

Email communication should happen as follows, either through Canvas Inbox or college email. Use of faculty’s personal email is not allowed.

- **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 to help 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.

5.2.2 Discussion Forums

Contact among students provides the opportunity for students to receive the benefit of peer interaction in the learning environment. Graded threaded discussions with required peer replies are one way to ensure student to student interaction. Instructors are expected to read all 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.

5.2.3 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. Also, Announcements, unlike the email distribution list stay in the course and can easily be reviewed and tracked.

5.2.4 Orientation

A common rationale for requiring students to attend an online course orientation (live or recorded) is that students often require reviews and refreshers of orientation content to fully internalize the information. Therefore, an online version of the orientation can provide the opportunity to review information. Virtual orientations can include audio/video material (e.g., instructor’s presentation or screen captures, etc.). Most DE faculty utilize the service of Confer Zoom to conduct the online orientation or record their live orientation for later use. Orientation for online courses is mandatory; it can be offered via web conferencing tool or a pre-recorded orientation video. The following are suggested examples of items to be included in an orientation meeting and/or syllabus:

- LMS (Learning management System) Navigation
- Instructor contact information
- Course Syllabus and schedule
- Student Introductions
- Required materials
- Hardware and software requirements
- Guidelines on how to prepare for and succeed in online courses
  - Electronic resources available at EVC
  - Helpdesk support
5.3 EVC Blank Course Template

Faculty are encouraged to use the EVC Blank Course Template located in Canvas Commons to build their courses. This template is both OEI course design rubric and Peralta Equity rubric aligned and meets both RSI and accessibility requirements. The course template has pre-built modules for faculty to use and customize.

5.4 Proctored Exams

A common rationale for requiring students to take proctored exams is so that the integrity of tests can be guaranteed, along with the authenticity of the student who is taking the exam. However, such exams, typically used in on-campus courses, may not be appropriate for the online modality. Instead, remote proctoring software that ensures test integrity may be used if it has not been already replaced. Faculty may also use an alternate method(s) of assessment. Evergreen Valley College Proctored Exam Policy is as follows:

- Online courses must have at least one proctored exam
- The exam(s) proctored must have substantial weight (30% or more) of the overall class grade.

5.4.1 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 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. The Online Proctored Exam Request Form must be received one week prior to the exam test date.
5.5 Distance Education Course Reports

Distance Education courses require the same reports as on-campus courses (such as syllabus submission, 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.

6. DE Certification (Faculty Eligibility to teach DE courses)

Teaching a DE course requires both pedagogical and technical knowledge. In January 2016, EVC joined the Online Education Initiative (OEI). The aim of the Distance Education program at EVC is to ensure that faculty build quality courses following the OEI course design rubric standards. The DE Coordinator at EVC ensures that all instructors assigned to teach Asynchronous, Synchronous or hybrid courses have the required qualifications. The Technology Resource Center offers a variety of workshops both in-person and virtually for faculty who teach distance education courses. Training is also offered through EDIT courses. Faculty are encouraged to self-enroll and access the faculty resource Canvas course: Innovation in Online Teaching and Learning (IOTL). Please review the eligibility standards below approved and authorized by the Academic Senate in Spring 2022.

Note: DE courses taught at EVC use CANVAS as the LMS (Learning Management System)

6.1 New or Continuing Distance Education Instructors

Faculty who are new to distance education and would like to teach an online or hybrid course at EVC will need to become DE Certified. Certification (Approved by Academic Senate in Spring 2022) is attained as follows:

- To teach in Asynchronous and Asynchronous hybrid modality, complete EVC’s EDIT 022 OR the @One Certificate in Online Teaching & Design course.
To teach Synchronous, Synchronous hybrid and Online blend, complete EVC’s EDIT 022

EDIT 028 or EDIT 015 or the 2-week @One Introduction to Live Online Teaching & Learning course

**Note:** The EDIT courses are part of the Online teaching certificate offered at EVC. EDIT 22 and EDIT 15 are 3-unit courses and EDIT 28 is a 1-unit course.

Please reach out to the DE coordinator for details on the certification process and getting added to the Faculty Eligibility for Online Teaching (FEOT) list.

### 6.2 Training Waivers and Postponements

**Note:** Due to lack of funding and other resources, POCR review was put on hold since Fall 2021

- **Previous Online Teaching Experience:** Faculty members who have continuously taught DE courses the past 3 years may be eligible to waive some of the faculty training requirements for initial DE certification. Faculty applying for a training waiver need to submit a narrative detailing their online teaching experience and present a course (or courses) taught in the past for POCR review to the DE committee by providing necessary documentations using the Faculty Online Teaching Certification form. Faculty who initially qualify for waiver status, are also encouraged to complete a series of professional development courses. It is highly recommended that refresher training be taken to maintain skills with changing technologies and to meet State legal requirements for online instructor certification and submitted through the Faculty Online Teaching Certification form.

- **Previous Online Training/Certification:** Faculty who have not taught online but have taken the equivalent training coursework within the past 3 years may be eligible to waive some or all of the training requirements. Faculty applying for certification need to submit appropriate evidence of the completion of the coursework/certificate and course descriptions to the DE committee. Since technology changes so quickly, any training coursework that was finished more than 5 years ago needs to be repeated.

- **Emergency Hires:** In the case that an emergency hire does not fulfill the training requirements prior to teaching online, the faculty member must complete the training requirements within their first semester of employment. Even if some of the training
requirements have been waived, faculty will need to go through Peer Online Course Review (POCR) process by using the Faculty Online Teaching Certification form to request POCR review prior to being cleared to teach. Additionally, Canvas training is highly recommended.

6.3 Maintaining Eligibility to Teach Online

To maintain DE certification, the faculty member shall demonstrate continued professional growth through distance education related activities such as, but not limited to course work, attendance at workshops, seminars, professional meetings, professional reading and study, publications, and conference presentations. These activities, for a total of at least 4 hours, must be documented and completed at least once every two-years and be approved by the DE Committee. The following are a few examples of DEC (Distance education Committee) approved workshops, professional development sessions, and courses related to DE. This is by no means an exhaustive list. If you intend to participate in a DE-related activity not listed below, please reach out to the DE coordinator who will take it to the DE committee for approval.

- Attend Innovation in online teaching and learning (IOTL) workshops offered at EVC
- Attend DE sessions at PDD.
- Complete EDIT courses (EVC faculty get a fee waiver to take these courses)
- Complete Facilitated @One courses (they cannot be self-paced)
- Attend POCR norming sessions (Please note: CVC requires certified POCR faculty to attend at least two (2-hour) workshops each year)
- Attend CVC-OEI workshops on best practices in online teaching
- Attend CCC – TechConnect’s Online Teaching Conference
- Attend Peralta Online Equity Conference
- Obtain ACUE Micro credentials related to online teaching.
- Complete Facilitated courses related to online teaching from Coursera.
- Curate/Create OER that is adopted for teaching at EVC.
- Technology Training offered at SJECCD.
- POCR LITE review of faculty's online course (subject to funding)
6.3.1 Process for submitting documentation to maintain eligibility to teach online.

Faculty will complete and submit the DE eligibility form, housed in the IOTL canvas course as a canvas quiz, to provide documentation of DE-related activities to maintain their eligibility to teach online at EVC. They will receive notification regarding their eligibility as a feedback comment on the quiz within four weeks of submission.

6.4 Self-Reflective Assessment Survey

To ensure all distance education courses meet the new Federal and State legislation and accreditation standards for distance education, the DE Committee in collaboration with office of Academic Affairs, conducts a Self-Reflective Assessment Survey every Spring that faculty teaching distance education course must complete.

Feedback from this important survey is used to guide topics for IOTL workshops and training offered by the DE coordinator. The aim is to help faculty meet the Title 5 regulations (listed in Appendix C) and support them in achieving continued excellence in instruction and robust student success.

7. DE Faculty Support Resources

- Faculty Resource Canvas course: Innovation in Online Teaching and Learning (IOTL)
- @One Free and Self-paced courses: This link takes you to the catalog of courses offered by @One, Online network of Educators.
- Instructor: List of Resource Guides
- Student: List of Resource Guides
- District Helpdesk for Technical Support:
  - Hours: M-TH: 7:00 am to 7:30 pm; Fri. 7:00 am to 5:30 pm)
  - Phone: (408) 270-6411
  - Email - helpdesk@sjeccd.edu
- Evenings and Weekends Helpdesk for Technical Support
  - Phone: (844) 303-5596
  - Email: support@instructure.com
- EVC - Online Library.
- Online Campus Tutoring Center.
8 Local Peer Online Course Review (POCR) committee

In 2018, EVC joined the CVC-OEI Consortium college with focus on student equity. As part of CVC-OEI (California Virtual Campus – Online Education Initiative) cohort, EVC has established a local POCR as a faculty resource to implement OEI Course Design Rubric adopted by the EVC Academic Senate, Spring 2019. The rationale for establishing local POCR is that it positively influences student success in courses that have been reviewed and redesigned using the OEI Course Design Rubric. Research shows that OEI Pilot courses that have been through the POCR process are performing at +4.9 percentage points above the statewide average of online success.

8.1 Qualifications

DE faculty who are experienced online instructors (have taught online for at least 2 semesters within the last 3 years) and completed the six-week (60 hours) POCR online course facilitated either by @One or EVC based POCR program, to support best practices in online course design.

8.2 Duties and Responsibilities

- The local POCR serve as resource for professional development of new and experienced online faculty.
- To ensure that DE courses at EVC meet accreditation requirements, POCR will review and assess fully online courses for Regular Effective Contact elements in Section B of OEI Rubric Standard
- Create a community of practice among peers in which they share their challenges, develop new approaches, and support one another.
- The goal is to have more aligned “Quality Reviewed” courses, certificates, and degrees from EVC on the CVC Exchange.
9. Appendices

9.1 Appendix A: Faculty Online Teaching Certification form

This google form is used by faculty to request online teaching certification through POCR review of their previously taught asynchronous online course.

9.2 Appendix B: Self Reflective Assessment form.

This Microsoft form is sent out each spring to all faculty and is to be completed by faculty who are teaching online courses that semester.

9.3 Appendix C: Title 5 Regulations and Resources

Below is a summary of the regulations that you must follow when you teach any Distance Education Modality. Each item is linked to resources that will help you as you revise your course to remain in compliance. At the bottom of the list is a link to detailed descriptions of the regulations, including the actual language or each one.

Higher Education Opportunity Act (HEOA) of 2008: “an institution that offers distance education to have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.”

How do we meet it? Students must regularly log in and participate in distance education courses via the college provided learning management system (LMS) under their own college provided identification. Accounting for the students’ presence in the course via log in or test attempts is not enough to meet this requirement. Students must also participate in the course work via assignments, activities, discussions etc. through the learning management system.

How do I do that in my course? Having policies that cover participation levels of your students, like drop policies and late policies help with authenticating that the student enrolled in the course is the one taking the course. In addition, making sure that you are checking their participation using the Canvas analytic dashboard can help you determine the level of participation of your students and give you the Last Date of Attendance should they stop attending. You should also have activities that happen within Canvas rather than everything in your course happening off in a publisher website.

Title 5, section 55200: Accessibility. Definition and Application. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter aswell as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the American with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C §794d)
How do we meet it? All course content delivered via distance education must be accessible to the visually and hearing impaired. Captioning and/or other means of providing alternative text and/or audio must be available for content that is a regular component of the course.

How do I do that in my course? This OEI Canvas Course has a module that will explain what needs to be accessible and a checklist on the second page of the module that will give you revision guidance. It may be worth your time to review the entire module. Here is a direct link to the checklist. Additionally, the information about how to check your Canvas pages for accessible content using two checking tools that we have available are linked below:

- Canvas Instructor Guide - Accessibility Checker Tutorial
- Pope Tech Canvas LMS integration Tutorial

Title 5, section 55204. Regular Substantive Contact. In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students and among students, either synchronously or asynchronously through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other.

How do we meet it? All course content delivered via distance education must show evidence of regular and substantive interaction between instructor and students and among students. Substantive means engaging students in teaching, learning and assessment, consistent with the content under discussion. Regular means instructors will initiate and proactively engage in substantive interaction with students on a predictable and scheduled basis reflective of the content and duration of the course.

How do I do that in my course? Please review the topics in the module at this location.

Detailed Regulatory Information: This link will provide you with detailed descriptions and regulatory language for all the requirements and information about how we should be designing to meet those requirements.

9.3 Appendix D: Instructions for completing DE addendum.

§ 55206 of Title V DE regulations requires a separate course approval via a DE addendum to the official course outline of record, if any portion of the instruction in a new or existing course is to be provided through distance education.

Distance Education courses are required to be virtual equivalent to their on-campus version in all but the delivery modality. Therefore, the existing course outline’s expectations and parameters establish the requirements of the course quality for this proposal.

This document is intended to help faculty complete the new DE addendum section on CurriQnet so it meets federal, state and local requirements.

EVC Distance Education Handbook
To begin, log into CurriQnet and either open your course proposal or launch a new proposal. Click on the DE Addendum tab from the navigation menu on the left (you may need to scroll down a little)

**Step 1: Select Modalities**
Click the checkbox next to each modality the course can be offered. You can check one or more boxes in one go. We recommend checking all the modalities. That way you have DE approval already in place, in the event the course needs to be offered in another modality. Checking a modality does not mean you have to offer the course in that modality.

- **Fully Asynchronous (fully online):** If you would like to offer the course fully online using Canvas with **NO required (on-campus or zoom) meetings.**
  - If your course is online but has on campus exams – that is considered a hybrid. Please make sure you check the Asynchronous hybrid modality.
  - If all learning content is online but the exams are on Zoom, that is considered an Online blend.
- **Asynchronous Hybrid (partially online, partially on campus):** If you would like to teach the course such that a portion (one or more class meetings) is on campus.
  - If all learning content is online but the exams are on campus, that is considered an Asynchronous hybrid.
If all learning content is online but the exams are on Zoom, that is considered an Online blend.

- **Fully Synchronous (scheduled online meetings via Video conferencing):** If you would like to offer the course such that all class meetings are scheduled via Zoom. There can be no required on-campus meetings.
- **Synchronous Hybrid (class meetings are partially online and partially on campus):** In this modality, you have the flexibility to have one or more meeting on campus and the rest are online via Zoom.
  - If your course is online via zoom but has on campus exams – that is considered a hybrid. Please make sure you check the Synchronous hybrid modality.
- **Online Blend (partially asynchronous and partially synchronous):** This is a new online modality which allows for limited instructor interactions without requiring the student to come on campus.
  - If all learning content is online but the exams are on Zoom, that is considered an Online blend. Please check the Online blend modality.

**Note:** Each modality checked is good for Fall, Spring and Summer. Once the DE addendum is approved, the course can be offered during any term.

**Step 2: Press Save and make selection from drop down menu**

1. After checking the modalities. Press Save.
2. Then select the available option (there will only be one) from the drop-down menu.

It is necessary that you press save and make the selection from the drop-down menu. This is just a step that needs to be done because of the way CurriQnet is set up. It will ensure that the appropriate section for step 3 is visible.

**Note:** This step must be done after modality the box/es is checked. If you go back and change the box selection, step 2 must be done again.

**Step 3: Read through “How will the Class meets online?”**

Depending on whether the modalities you chose has Asynchronous or Synchronous portions, you will see one or both of the following two sections.

**How will the class meet asynchronously online?**
How will the class meet synchronously online?

1. Course Content posted in the Learning Management System (LMS) will be delivered and supported using Modules and Content Pages.
2. Assessments will be submitted by students and graded by instructors within the LMS.
3. Communication and collaboration will take place using Chats and Discussion Forums for conversational activities and Polls to gain group feedback.
4. Presentations and/or projects may use Groups tool in the LMS to enable collaboration among students.
5. Other tools that are fully integrated and meet regulatory compliance standards may also be used.
6. Students with special needs beyond what can be accomplished in the LMS will be accommodated based on their requirements as instructed by the campus DSP program and ADA compliance.

Other - Be specific about how you are meeting this requirement

How will the class meet synchronously online?

1. Lecture/Lessons will be delivered through the web conferencing tool in the Learning Management System (LMS) and supported using Modules and Content Pages.
2. Assessments will be submitted by students and graded by instructors within the LMS.
3. In addition to the web conferencing tool, communication and collaboration may take place using Chats and Discussion Forums for conversational activities and Polls to gain group feedback.
4. Presentations and/or projects may use the web conferencing tool and/or Groups tool in the LMS to enable collaboration among students.
5. Other tools that are fully integrated and meet regulatory compliance standards may also be used.
6. Students with special needs beyond what can be accomplished in the LMS will be accommodated based on their requirements as instructed by the campus DSP program and ADA compliance.

Other - Be specific about how you are meeting this requirement

The listed items are what is required for All DE courses. If your course requires or uses other ways of meeting these requirements please list them in the “Other” box.

If your course meets the requirements in some or all the ways that are listed, you do not have to do anything. Go to the next step.

Step 4: How will Regular Substantive interaction be provided in the course?

Please indicate by checking the appropriate boxes, the type of interactions that will be employed by the instructor to effectively meet Regular and Substantive Interaction (RSI). The most common of these are listed. You will need to select at least three.
How will Regular Substantive Interaction be provided in the course?

Evidence of Regular and Substantive Interaction (RSI), as described in the state and federal requirements, includes but is not limited to the following: Announcements, chat rooms, email, Discussion forums via the Learning Management System (LMS), field trips, group meetings/seminars, individual meetings, lab activities, library workshops, orientation sessions, review/study sessions, supplemental seminars, telephone/voice mail, video conferencing. Please select all that will be used for this course. At least three are required.

Please use the other box to describe how, when, and how frequently you will use a different type of interaction.

If you will not be using any other type of interactions besides the ones checked, go to the next step.

Step 5: Choose Online Adaptations of Methods of Instruction
Please indicate by checking the appropriate boxes the which methods of instruction will be used by the instructor in the course. At least a few of these activities must be instructor-initiated and in Canvas. You will need to choose at least two.
Online Adaptations of Methods of Instruction

Methods of instruction must be instructor-initiated activities in the Learning Management System (LMS). While publisher content can be used, it must not be the only method of instruction. Methods of instruction must show that the instructor is actively involved in providing instructional content.

Please select all that will be used for this course. (Please note: if students are required to come to campus, the course must be classified as hybrid with meeting days and times listed in the schedule) – One required for launch.

- Course Content will be presented using web-based media such as screen casts, audio and video clips, web link resources, PowerPoint slides, and content pages in the Learning Management System (LMS) and e-text.
- Discussions will take place using the LMS tools for individual, group, and whole class reflections, problem-solving, and presentations.
- Live interaction will be carried out using the LMS chat and other collaborative tools integrated into the LMS.
- Other: Be specific about how you are meeting this requirement.

Please use the other box to list and describe if you plan to use a different method of instruction or tool then the ones listed. Any additional tools must be integrated into the LMS and meet regulatory compliance such as FERPA, Accessibility, Student authentication and RSI.
If you will not be using any other methods of instructions besides the ones checked, go to the next step.
Step 6: Choose Online Adaptation of Methods of Evaluation
Please indicate by checking the appropriate boxes which methods of evaluation will be used by the instructor in the course. At least a few of these assessments must be instructor-initiated and in Canvas. **You will need to choose at least 2.**

- Students will complete both open and time-limited assessments consisting of objective, short-answer questions, and essay responses in the Learning Management System (LMS).
- Students will take at least one proctor exam online using available technology.
- Some, but not all, auto-graded assessments may be completed on the textbook publisher’s site.
- Surveys may be added to course.
- Students may use online library and other resources to complete projects and assignments.
- Other - Be specific about how you are meeting this requirement.

Please use the “other” box to list and describe if you plan to use a different method of evaluation then the ones listed. For example, if the course uses a Capstone project as a final assessment, please include that in the “other” box.

If you will not be using any other methods of evaluation besides the ones checked, go to the next step.

Step 7: Click Save to finish

That’s it. Click Save and you are done with the DE Addendum!