EVERGREEN VALLEY COLLEGE

Distance Education Faculty Handbook

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: May 2025

"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.

Distance Education Committee (DEC)

This distance education handbook has been developed and compiled through the collaborative efforts of the DE coordinator, DE committee members, and faculty mentors.

DEC Charge

The purpose of the Distance Education Committee (DEC) is to oversee and guide the college by providing training and implementation of all the online and hybrid courses across the curriculum and programs. The committee shapes the college's approach to create robust and quality online learning by implementing a common Learning Management System (LMS). The committee strives to support a campus culture to create innovative and cost-effective solutions to overcome the challenges in Distance Education (DE). Specifically, this committee will:

- Provide guidance in identifying appropriate approval process of online and hybrid courses.
- Provide campus-wide training utilizing the Online Education Initiatives (OEI) Rubric.
- Promote LMS and OEI Rubric through division/departments and campus activities.
- Provide input to the online evaluation form(s) (ex: online courses and faculty).
- Provide input to the Distance Education Plan

Academic Senate supports DEC work by:

- Actively contributing to the culture of online and hybrid learning while helping to lead campus efforts to increase DE courses.
- Supporting OEI assessment activities by participating in assessments, and adopting best practices rubric and the LMS to offer GE courses through the State of California Exchange program.
- Reporting back to divisions, and linking with the DE policies of the State of California.

DEC Membership

The DEC membership was updated and approved by Academic Senate on 11/16/2021 to ensure it had representation from all constituent groups.

Faculty (7) - one from each division as determined by the division

Adjunct Faculty (1) - from EVC adjunct faculty

Administrator at Large (2) – Deans, VPAA, appointed by President

Classified (2) -

CTSS (1)

Curriculum Chair or designee (1)

At large (1) - EVC faculty

Past Coordinator (1)

Student representative (1) - nonvoting member

Chair: Current DE Committee member elected by DE committee.

Term: All members are elected/appointed for two years, renewable by appropriate constituent group.

Meeting: 2nd & 4th Tuesday of each month, 3:00pm- 4:30pm

Attendance: The committee may elect to enforce the three consecutive unexcused absences as a term of vacancy but must make reasonable attempts to contact the member prior to announcing the vacancy to the appropriate constituency.

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 methods of instruction and methods of evaluation. 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 D. 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. Keeping up to date on the LMS features and college's distance education update is the responsibility of each instructor. There are professional development activities offered each semester and announcements and information sent regularly through college's email. 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.

4.1 Instructional Canvas Shells

Every credit and noncredit course, scheduled in Self-Service automatically results in an instructional Canvas course shell being created and populated with the instructor and enrolled students. Instructional Canvas course shells become available 6 weeks before the term starts. They are populated with student enrollment two weeks before the semester starts.

Faculty are encouraged to develop their courses in sandboxes prior to loading content into instructional shells. To create a sandbox shell, simply click on **Start a New Course** button on the dashboard. Once the course is ready, transfer your sandbox shell content to your instructional shells and publish this 'live' course shell by the first day of the semester.

At the end of the term, the course does not disappear but does change in how it may be accessed and used. It moves automatically to Past Enrollments section under All Courses.

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 Weekly Contact Hours

Online classes, both synchronous and asynchronous, must be virtual equivalents of on-campus courses (cover the same content and meet the same student learning outcomes and appropriate interaction). Thus, online course design should incorporate time devoted to instructional activities and student support, ensuring regular opportunities for learning and communication in the online learning environment reflective of the content and the duration of the course as defined in COR. This ensures weekly contact hours and total learning time per credit unit are met. For hybrid courses, in addition to the online weekly contact hours, instructors are required to meet the face-to-face contact hours as listed in the course schedule.

5.2 Attendance in Online Courses

Attendance is critical to an institution appropriately using federal aid funds. Taking attendance allows the institution to make clear determinations of when a student last attended class ('Last Day of Attendance'), which then has implications to the use of federal funds and what federal funds must be returned. Attendance in DE courses works differently depending on the modality: attendance in an online synchronous course refers to attending virtual meetings and participating at the levels indicated by the instructor. Attendance in online asynchronous course is defined as active participation through completing academic work such as submitting assignments, quizzes, participating in discussions, or other activities individually or in groups. The type and level of participation will be defined by the instructor in the course syllabus and during orientation.

5.3 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 and, if needed 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

5.4 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.

- Instructors will initiate substantive interactions with the student on a frequent and regular basis reflective of the content and the duration of the course as defined in the Course Outline of Record (COR).
- 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.

At EVC, evidence of Regular and Substantive Interaction (RSI), to meet state and federal requirements (see Appendix C), includes but is not limited to the following: Welcome letter, Orientation, Home page that includes response time for communication and feedback, Announcements, Discussion forums, Canvas inbox, Zoom Student hours and Chat rooms, integrated into the LMS, and use of speed grader and rubrics to provide timely feedback. In addition, field trips, group meetings/seminars, individual meetings, lab activities, library workshops, review/study sessions, supplemental seminars, telephone/voicemail, video conferencing all contribute to RSI.

5.2.1 Welcome Letter

One of the best practices in distance education is to send a "Welcome letter" to your students prior to the first day of class. At EVC, we recommend you send the Welcome letter 1- 2 weeks before class begins. The welcome letter must include

- The date your course starts.
- Canvas login information (usually found on your institutional website.)
- Links to supporting information for connecting to student services like counseling, financial aid, disabled students' programs, and technical assistance for their connectivity or computer work.
- The work required to demonstrate attendance and engagement.

In addition, it is recommended that you have a warm and welcoming tone throughout and include

- A link to the Canvas overview video like the one found in our orientation.
- And other course specific information for a smooth start – log into Canvas and access the course content.

5.2.2 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. It is mandatory for faculty to offer Orientation for online courses; it can be offered in-person for hybrid courses and virtually via the web conferencing tool SJECCD Zoom integrated into Canvas. Orientations can include audio/video material (e.g., instructor's presentation or screen captures, etc.) and be recorded for later viewing for students unable to attend the live orientation. Note that students in fully asynchronous courses are not

required to attend the live orientation meeting. The following is a list of items to be included in an orientation meeting and syllabus:

- LMS (Learning management System) Navigation
- Instructor contact information and Response time
- Course Syllabus and Schedule
    - Accessibility Statement
    - Diversity and Inclusion Statement
- Required materials.
- Hardware and software requirements
- Guidelines on how to prepare for and succeed in online courses
    - Electronic resources available at EVC
    - Technical support
    - Academic Support

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 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 it 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.

5.2.5 Email & Chat

Email communication should happen as follows, either through Canvas Inbox or college email. When the semester begins, all communication should be through Canvas Inbox. Prior to the semester, faculty can use college email to communicate with students. Faculty's personal email (non-EVC) should not be used for communication with students.

- **Prior to the beginning of the course**: Instructors are expected to send a "welcome" email to all registered students. See 5.2.1 Welcome letter. 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 messages within 24- 48 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 on their success.

- **Chat App Integrated into Canvas**: Students today communicate, interact, connect and support one another through text messaging. Instructors may also use Chat Apps integrated into Canvas such as Pronto for interactions. Using integrated chat apps protect student's privacy.

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 (developed and adopted in 2019) and Peralta Equity rubric aligned (template updated and aligned in 2022) and meets both RSI and accessibility requirements. The course template has pre-built modules for faculty to use and customize and is updated regularly by EDIT faculty. The template is updated annually by EDIT faculty in collaboration with DE Coordinator.

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. EVC adopted the Respondus Proctoring software in Fall 2022. Overview and Information for faculty on using Respondus Software can be found in Appendix E. Faculty may also use an alternate method(s) of assessment.

5.4.1 Proctoring Center

On-campus or online proctored testing situations may be required, depending on the evaluation methodologies listed in the Course Outline of Record (COR) If proctored exams are required in an online class then they need to be setup using Respondus Proctoring software to establish the integrity of the courses and the authenticity of the students. If students cannot take the proctored exam(s) either online or on campus or, it is the student's responsibility to reach out to the instructor and arrange alternate arrangements.

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 the first census date, they 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. With the increase in BOTS (fraudulent students) in online classes, it is recommended that faculty help identify possible fraudulent student by engaging students early and frequently during census period and managing their rosters. Best practice is to have between 3 -5 required check-in assignments using a variety of assessments and activities.

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 equivalent @[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 equivalent 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 022 and EDIT 015 are 3-unit courses and EDIT 028 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 complete the certification requirement more than 3 years ago and 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. Since technology changes so quickly, any training/certification

~~coursework~~ that was finished more than 5 years ago needs to be repeated. 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 [DE eligibility form](#), housed in the IOTL canvas course.

- **Previous Online Training/Certification**: Faculty who have not taught online but have taken the **equivalent** training coursework for certification within the past 3 years may be eligible to waive some or all 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/certification ~~coursework~~ that was finished more than 5 years ago needs to be repeated. 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 evidence of this training be submitted through the [DE eligibility form](#), housed in the IOTL canvas course.

- **New/Emergency Hires**: In the case that a new or an emergency hire does not meet the training/certification requirements prior to teaching online, the faculty member must complete the ~~training~~ certification requirements within their first semester of employment. The new or emergency hire must show evidence of at least basic Canvas and online training to be granted temporary DE certification contingent on completing EDIT 22 concurrently. Once completed, documentation of certification must be submitted through the [DE eligibility form](#), housed in the IOTL canvas course. This will ensure faculty is added to the FEOT (Faculty Eligible for Online Teaching) list.

- If a new or emergency hire has not met the required training or certification before teaching online, they may receive temporary DE certification only once and only for their first semester of employment**.** To qualify, they must provide evidence of at least basic Canvas and online teaching training to the DEC chair and must concurrently complete EDIT 22 during that semester. After the first semester, faculty must complete initial certification (Minimum Qualifications Training) before being eligible to teach online again. Once certification is completed, they must submit documentation through the DE Eligibility form, located in the IOTL Canvas course. This process ensures they are included on the Faculty Eligible for Online Teaching (FEOT) list.

- In cases of extenuating circumstances, faculty may **apply** for an extension of temporary certification. Such requests must be submitted in writing **to the DEC chair** and are subject to

DEC approval. To ensure timely review, faculty should submit their application for extensions by the **6th week** of the semester, allowing the DEC sufficient time for evaluation and approval.

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,.

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.

- 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 Conferences related to DE
    - CCC – TechConnect's Online Teaching Conference
    - Peralta Online Equity Conference
    - InstructureCon – Canvas conference
    - Online Innovate (Conference by Online Learning Consortium)
- Obtain ACUE Micro credentials related to online teaching.
- Selected Instructure facilitated courses related to online teaching from Coursera (Please check with the DE Coordinator).
- Curate/Create OER that is published on LibreText and adopted for teaching at EVC.
- Technology Training offered at SJECCD.
- Equivalent DE Training offered at other Community colleges (subject to review and approval. Please check with DE Coordinator)
- POCR LITE review of faculty's online course (subject to funding)

If you intend to participate in a DE-related activity not listed above, please reach out to the DE coordinator before participating in the activity, who will take it to the DE committee for approval.

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.

Faculty Show & Tell - DE Refresher Training Incentive

Faculty who host - participate and present at an IOTL Show & Tell workshop will get double credit – that is 2 hours credit for presenting a one-hour IOTL workshop.

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 (Appendix B) 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 Resources: [List of Canvas Instructor Guides](#)
- Student Resources: [List of Canvas Student Guides](#)
- District Helpdesk for Technical Support:
    - Hours: M-TH: 7:00 am to 7:30 pm; Fri. 7:00 am to 5:30 pm)

- o   Phone: (408) 270-6411
- o   Email - helpdesk@sjeccd.edu
- Evenings and Weekends Helpdesk for Technical Support
  - o   Phone: (844) 303-5596
  - o   Email: support@instructure.com
- EVC - Online Library.
- Online Campus Tutoring Center.
- Online Evergreen Valley College Bookstore

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. To become a POCR certified reviewer and complete the 60-hour POCR course please contact the DE Coordinator and POCR Lead.

8.2 Duties and Responsibilities

- The local POCR serves 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

Please use the DE eligibility form in the IOTL Canvas course to submit documentation of your certification. Contact the DE coordinator for more information.

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.

- [Self-Reflective Assessment Survey Spring 2023](#)
- [Self-Reflective Assessment Survey Spring 2022](#)

9.3 Appendix C: Title 5 Regulations (Effective January 2023)

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.

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)- Canvas - under their own college provided identification – SSO at EVC. 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 refers to instruction that uses one or more technologies to deliver education to students who are separated from the instructor and to support regular and substantive interaction between students and instructors, either synchronously or asynchronously. Technologies may include the internet, broadcast transmissions, audio conferencing, or other media used in conjunction with these methods. All distance education is subject to the general requirements of this chapter as well as the specific requirements outlined in this article. Additionally, distance education must be accessible, ensuring that students with disabilities have equal access to educational materials and interactions. This aligns with federal accessibility standards, including the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as

amended (29 U.S.C §794d), which mandate that individuals with disabilities receive information and services in an equally effective and integrated manner.

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 Interaction. 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 instructional methods that facilitate meaningful engagement.

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. In addition, instructors will monitor students' academic engagement and proactively initiate substantive interaction as needed or upon student request.

How do I do that in my course? At EVC the expectation is that instructors will include at least three different ways to meet RSI – three buckets – in their online courses. You can choose from any of the following RSI buckets:
- Announcements - at least 1-2 times a week
- Regular, Timely & Specific Feedback through SpeedGrader
    - Text, Audio or Video
- Discussion Forums - Threaded and Graded
- SJECCD Zoom Student Hours (at least once a week)
- Group work (Assignments, Wiki page)
- Pronto Chat App
- Canvas Inbox - Provide Instructor Response time
    - do not use personal/EVC email

Please also review the topics in the [module at this location.](#)

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.

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)
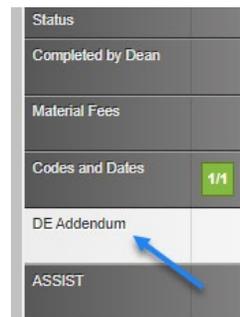
Step 1: Select Modalities

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.

Please select the distance education modality that describes how the course content will be delivered. (Select all that apply)

☐ **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. 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. 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.

Explanation for each 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 asynchronously 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?

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/voicemail, video conferencing. Please select all that will be used for this course. At least three are required.
Please select all that will be used for this course. At least three are required.

☐ **Orientation session** – Instructor provides an orientation session designed to prepare students to succeed in the course. An orientation session may be held in person or online and covers topics such as LMS navigation, course syllabus and schedule, required materials, instructor expectations, strategies for success, demonstrations, and student introductions.

☐ **Announcements/Bulletin Boards** - The instructor will post regular announcements in the Learning Management System (LMS). These may contain information and relevant course content, group feedback, ensuring student participation in required course activities for the duration of the course.

☐ **Interactivity Tools** – The interactivity tools will be regularly used and fully integrated into the LMS, to enable interaction among students and with the instructor and to stimulate critical thinking, evaluate student participation, and provide feedback.

☐ **Email Communication** - The instructor will send regular emails from the Learning Management System (LMS) containing information and relevant course content, group feedback and to ensure student participation in required course activities and progress through the course following the published course syllabus

☐ **Student hours** – The instructor will hold weekly Student hours either in person or via web conferencing to provide opportunities for individual instructor-student meetings to answer questions, discuss concerns, provide guidance, or give individual feedback.

☐ **Review/Study Sessions** – The instructor will host review or study sessions as needed to help students review key concepts, clarify understanding, and retain their knowledge of course content. These study sessions may be offered in a variety of formats such as on-campus, live chat, or via web-conferencing.

☐ **Chat Tools** – The instructor will facilitate chat room discussions on topics related to the course within the LMS. The instructor will evaluate and provide feedback on student participation in chat room sessions. The chat tools may be used by students to communicate with each other in team activities.

☐ **Other** - Be specific about how you are meeting this requirement.

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.**

Online Adaptation of Methods of Evaluation

Methods of evaluation must be instructor-initiated activities in the Learning Management System (LMS). While auto-graded assignments and publisher assessments may be used, it must not be the only method of evaluation. One required for launch.

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)*

☐ 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

DE Addendum

ASSIST

ASSIST Preview

Save

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