



Distance Education Faculty Handbook

Santa Ana College
Academic Year 2013-2014

Our mission in Distance Education at Santa Ana College is to provide our students and faculty with the highest quality distance education program. We accomplish this mission by assuring that coursework for our students provides the depth and breadth of a quality post-secondary degree education while insuring the use of leading edge technology and excellence in teaching.

Table of Contents

Preparation for Teaching Online	3
1. SAC Definition and Terminology.....	3
2. Curriculum Approval.....	3
3. Training and Support	3
Designing a Course	4
1. Effective Practices.....	4
2. Policies and Checklist for Course Design	5
3. Compliance	
Accessibility.....	5
Authentication	5
Academic Integrity.....	6
Regular Effective Contact	6
Copyright.....	7
Unit of Credit	7
Last Date of Attendance	7
State Authorization.....	8
Important Policies	9
1. Student Online Readiness.....	9
2. Course Shells.....	10
3. Check-in and Course Availability	11
4. Syllabus/Start-up Requirements.....	11
5. Dropping Students.....	11
6. Orientation and Student Readiness.....	12
7. Instructor Initiated Regular Effective Contact	13
8. Visitation Protocols for Online Courses.....	13
9. Office Hours	14
10. Dealing with Disruptive Students Online.....	14
11. Email and Contact Archiving	14
12. Download a Gradebook.....	14
13. Student Services for Online Students.....	14
14. Technical Support	14
Appendix A: DE Addendum and sample (curriculum)	15
Appendix B: SAC Regular Effective Contact Policy	21
Appendix C: DE Instructor Certification Policy	24
Appendix D: Recommended Online Course Outline Additions	25
Appendix E: Beginning of Semester Checklist	27
Appendix F: Online Course Test Proctoring Form	31

The Distance Education department and Advisory Group respectfully submit this Distance Education Faculty Handbook to the Academic Senate. It is understood that this plan will be annually reviewed and updated. In the event that any policies are deemed to be in conflict with the Faculty contract, the FARSSCD contract will take precedence.

Preparation to Teaching Online

1. SAC Definitions and Terminology:

Online

- Taught through the web using the Blackboard courseware system. Online courses provide students with an opportunity to complete coursework without attending classes on campus.
- Curriculum for online courses is the same as the curriculum provided in a traditional face-to-face course.
- Sometimes, according to the instructor's preference and the course content, tests are completed on campus. Arrangements can also be made to complete tests at an alternative site if student(s) do not live near the SAC campus.
- No on-campus meetings (no on-campus instruction)

Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the [SAC Regular Effective Contact Policy](#). **Proctored exam dates and meeting dates must be stated in comments section of WebAdvisor when students register.**

Hybrid (Blended)

- Taught partially online, but have regular on-campus meetings. Hybrid courses are courses that have some regularly scheduled meetings on campus that are accompanied by online activities.
- The hours spent on campus vary from course to course, and students should check the schedule carefully to know when the course meets on campus.

Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the [SAC Regular Effective Contact Policy](#). **Class meeting dates must be stated and scheduled on WebAdvisor when students register.**

2. Curriculum Approval:

All courses that use distance education as a modality for instruction in lieu of face-to-face instruction must go through the curriculum approval process by completing a DE Addendum and have it approved by the curriculum committee. (Appendix A)

Approval of distance education addendums follows the Santa Ana College curriculum procedures.

3. Training and Support:

Academic Senate has adopted the following faculty readiness criteria for faculty members prior to teaching online/hybrid courses:

Before an instructor is assigned to teach a distance education class for the first time they must complete training in the following areas:

- Course Management System (Bb) training
- New Technologies Training

- Online Teaching and Pedagogy
- Effective and Engaging Techniques
- Assessment Methods
- Capstone – Online Course Creation & Review (optional for blended courses)

Examples of satisfactory training include completion of one of the following:

- [Santa Ana College’s Online Instruction Certification](#)
- Completion of the California Community College [@One Online Teaching Certification](#) (<http://www.onefortraining.org/certification/>) within the last three years.

Blackboard training is offered during flexweek and online.

Distance Education departmental team support is always available to faculty and students. Utilize departmental services through:

- DE website: <http://sac.edu/disted>
- Blackboard Instructor course, containing handouts and video assistance (Logon to Blackboard (<http://rscdd.blackboard.com>) and click on the “Faculty Information site 2013-2014” course)
- Contacting the office directly:
 - Cesar Chavez building: A-101
 - (714) 564-6725 or email: sac_disted@sac.edu

Designing a Course

1. Effective Practices

Academic Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and their implementation important to local academic senates. In particular, it includes current information regarding a separate DE curriculum review and instructor-student contact. It suggests a variety of effective practices in educational technology appropriate for college governance that will facilitate planning: [Ensuring The Appropriate Use of Educational Technology: An Update For Local Academic Senates](#)

The list of best practice strategies is based on “Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” by the combined efforts of Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies, WCET and Instructional Technology Council (ITC), and UT TeleCampus of the University of Texas System: [Best Practice Strategies to Promote Academic Integrity in Online Education](#)

In addition, the Santa Ana College Online Instruction Certification modules are based on a “Learner Centered” approach and active learning techniques as a basis for best practice techniques. The modules are formulated to assist faculty in the development of their online teaching/facilitating techniques.

2. Policies and Checklist for Course Design

Policies, checklists and resources are available in the Blackboard **Faculty Information site**. Access is through our district site: <http://rscdd.blackboard.com> using your WebAdvisor id and password.

3. Compliance

Accessibility

It is a federal mandate that all online course materials be designed to be accessible to students who are vision and hearing impaired. Unlike just-in-time accommodation in the face-to-face classroom, online course materials must be accessible at the time they are posted for student use. Accessibility workshops are held during flexweek. Accessibility is also a focus area in the SAC Online Instruction Certificate.

There are a few different tools that can be used for video captioning. It is best to contact the Distance Education Office regarding captioning of existing videos or creation of your own videos. We work in conjunction with Educational Multimedia Services and Disabled Student Program & Services (DSPS) to assist in transcription and captioning. For more information regarding alternate media visit the [High Tech Center Training Unit](#) website.

Blackboard is fully accessible. However, if you have a visually impaired student in your course, it would be a good idea to notify the Disabled Students Programs and Services (DSPS) department and request that they review your course. The DE Office works with DSPS for course access. ([DSPS](#) (714) 564-6264, U-103)

Authentication

Public Law 110-315: [Higher Education Opportunity Act \(2008\)](#), Section 495

“(ii) the agency or association requires an institution that offers distance education or correspondence education to have processes through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit;”

This regulation reminds institutions that they have the responsibility to validate that the registered student in a distance education or correspondence education course is indeed the same person receiving course credit.

Santa Ana College complies with the authentication regulation through:

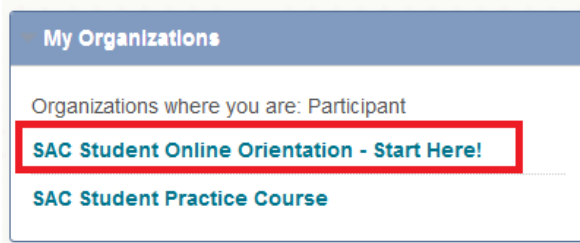
- Secure Login: Students logging into our Course Management System, Blackboard, are verified through the district LDAP server which authenticates the student and allows Bb access if the credentials are successful. A secured verification through a unique, secure login with the student’s current WebAdvisor ID/password is used for Blackboard course access.
- In course verification techniques such as:
 - Assessment proctoring (instructor or test center led with photo-ID verification ([Online Test Proctoring Form](#) ”, which can also be found at our website (Appendix F)
 - Best practices that utilize:
 - ✓ Integrated Turnitin or SafeAssign for originality checks

- ✓ Multiple measures of assessing student achievement
 - Assessments developed using techniques discouraging plagiarism and encouraging originality
 - Monitoring by faculty of the student-voice in their active engagement contact, via course tools, such as: discussion board, blogs, and wikis

Academic Integrity

It is a requirement for SAC faculty to define cheating and plagiarism in their course documentation and syllabus. Faculty should have a link to the technology acceptable use policy and student conduct policy. Very often community college students do not understand what plagiarism means. A recommended method would be to hold a discussion forum asking students to write what it means to plagiarize. It should be made clear in the course content that the topic should be course specific. The following link would serve as a good example: [Rutgers – Interactive Plagiarism Video, Real Life Examples, and Quiz](#) and [What is Plagiarism?](#)

Faculty can assist students in their online class preparation, which will help to improve online course retention rates. SAC offers a [Student Online Orientation](#) that SAC students can take at any time. Have your student logon to Blackboard and take the “SAC Student Online Orientation”:



Regular Effective Contact

When administration receives student complaints about online courses, the top complaint, is that the instructor had not kept in touch with them either by not answering emails promptly or by not posting announcements or discussion responses. SAC has adopted a regular effective contact policy, as mandated by [Title 5](#) regulations. Faculty are encouraged to review the [SAC Regular Effective Contact Policy](#) (Appendix B). The policy pertains to instructor-initiated contact with students mandated by Title 5 regulations. It has been found that student retention and success rates are directly tied to how well faculty communicate with online students. Faculty are required to participate in discussion activities with their students.

Copyright

Understanding what copyright is, why it exists, and being able to effectively apply “fair use” guidelines when faculty use copyrighted materials in their courses are essential tools for any educator. However, teaching online generally adds some additional challenging questions to the mix. To ensure faculty are provided with a clear and comprehensive overview of the topic, faculty are requested to read the shared [Copyright 101](#) module created by BYU. “Copyright 101” is designed to:

- Increase faculty knowledge and understanding of copyright and licensing issues; and know what it means to say that someone owns the copyright to a creative work.
- Learn more about why copyright law exists and where it all started (the history of copyright).
- Know how to resolve basic copyright/licensing questions and when and who to ask for more help.
- Realize and respect the ethical/moral aspects involved in using materials protected by copyright.
- Be able to answer a variety of copyright questions and solve specific case studies.

The Teach Act: The Technology, Education, and Copyright Harmonization (TEACH) Act of 2002 extends an instructor’s legal use of copyrighted materials in online instruction at accredited nonprofit education institutions. Applying the TEACH Act is complex and relies on the instructor’s adherence to a specific set of criteria. Faculty are encouraged to speak directly with members of their own institution to understand if specific use of copyrighted materials in their online classes is within the guidelines of the TEACH Act. Faculty may find the resource, [The TEACH Act: How the Law Affects Online Instruction](#) created and shared by Florida State University helpful.

Creative Commons: The friction between copyright law and digital media have led to the development of Creative Commons. Creative Commons (CC) provides flexible copyright licenses that copyright owners may choose to apply to their work. The CC licenses grant more flexibility than traditional copyright but not as much as “public domain.” A work in the public domain may be used freely. A Creative Commons licensed work still requires the user to adhere to specific guidelines but may be as simple as “crediting the author.” The popularity of CC has resulted in the fostering of a culture of sharing and there are now thousands of works online that faculty may use without violating copyright. If the instructor is seeking images or audio for a class, it is in the interest of the instructor to check for CC licensed work. The following link can be helpful in this regard: [“What is Creative Commons”](#).

Unit of Credit

A unit of credit is approximately one hour of class plus two hours of study per week, or three hours of laboratory per week carried through the term. For each hour of lecture/discussion, two hours of preparation are assumed. To receive credit, the student must be officially enrolled in the course. Students not officially enrolled by the proper date will not receive credit for the course, even if they complete all course work.

Last Date of Attendance

Financial aid is tied to student course activity. When students are no longer attending a course their financial aid must stop. Any unearned financial aid shall be returned to the federal government by the institution. Distance education courses determine student attendance through “regular and effective contact”. The Department of Education now requires that there be “academically related activity”. Attendance via the log-in statistic in Blackboard cannot be used for attendance, nor for the “last date of attendance”.

All distance education courses must include “regular and effective contact” and use it to determine if a student is active in the course. Distance education courses must track which students are still active in the course and drop them when they are no longer active. Instructors must have evidence of the last date of attendance. This evidence and drop policies must be clear on the course syllabus. Faculty should include their student participation expectations in their course syllabus. They should expect students to remain active participants throughout the entire course, completing and submitting assignments. If a student becomes inactive for an extended period, faculty will drop them from the course. See “[Recommended Online Course Outline Additions](#)” for policy wording. (Appendix D)

State Authorization

Federal Regulation Chapter 34, § 600.9(c)

“if an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State’s approval upon request.”

SAC Process:

- Reports are run by Admissions and the DE office on a regular basis identifying students that are not residing in California. Faculty is informed if any out-of-state students are reported.
- If an out of state DE student resides in a state *requiring* state authorization *with a required fee* payment, the Distance Education Office will notify the student and provide information on state authority and contact information for complaint filing, and drop the student from the course.
- Online faculty are notified at the start of each semester that they must notify the Distance Education Office regarding any known out of state students (for report verification purposes) and that a known out-of-state student should not be reinstated without notifying Admissions or the Distance Education Office first.

Student Information:

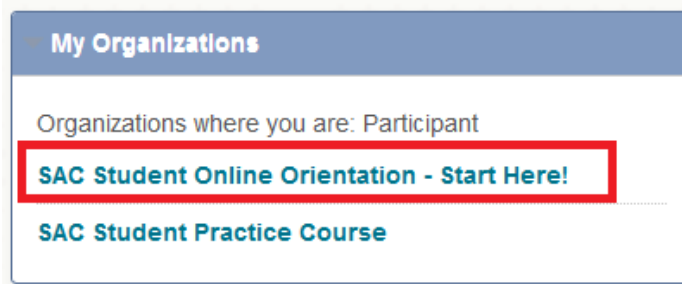
- A webpage with information regarding the [regulation and complaint resolution by state](#) is available on the Distance Education website.
- A statement regarding Santa Ana College Out of State regulations is stated at the beginning of the Santa Ana College Application.

Important Policies

1. Student Online Readiness

What you can REQUIRE of your students:

Faculty can require students in their online course to prepare for online learning, using the SAC [Student Online Orientation](#) that students can take at any time. Instruct your students logon to Blackboard and take the "SAC Student Online Orientation", under "My Organizations":



In a total time of approximately one hour, students will:

- Understand **Blackboard navigation**
- Determine their learning style and study tips for their particular style
- Determine if they have the **technical and study skills required** for online learning
- Master **Netiquette** (online etiquette) for course participation
- Understand the **SAC Academic Honesty Policy**
- Obtain **time management tips and information on the number of hours required** for their online course
- **Learn and Practice a discussion board post and assignment submittal**

Upon successful completion, students will be given instructions on how to screenprint and save their gradesheet that will show either "Pass" or "No Pass". This file can be attached as an assignment submittal in your course if you ask for verification.

DE faculty are encouraged to require the SAC Student Online Orientation as a pre-course or first week activity.

What you can PROVIDE for your students:

With the learner-centered approach in mind, in your role as a facilitator, use the [Beginning-of-Semester Checklist](#) (Appendix E), and assure coverage of the following key areas:

1. Welcome Email

This email should be sent prior to the course start. Your online or hybrid course should be available by the first day of classes. Many instructors make their courses available earlier, for students to get to know the course and to feel comfortable. Many experienced online students are highly motivated and want to get a jump-start on getting to know their course site and material.

Your email should set a tone for your expectations and should cover:

- A bit about the course itself

- Details about any on-campus meetings/exams
- How they can access your course (through Blackboard: <http://rscdd.blackboard.com>)
- When your course will be available through Bb
- Where to start when they get to your course
- What to do if they have questions:
 - If they are unable to login and they are enrolled, they should contact the Distance Education Office
 - If they have course questions - they should contact you (state how to contact)
 - If they have not taken an online course before - they should go to the Distance Education site (<http://sac.edu/disted>) and view the video tutorials and take the SAC Student Online Orientation if they haven't yet done so
 - Where to find your course syllabi – either attach or tell them where they can find it in your available Bb course
 - Optionally, you may want to create a Welcome video and include the video link

It would be best to **send your welcome email to your class using WebAdvisor AND through Blackboard**, and state in your email which system was used to send the email. Inform students that they should have received two emails and if they have not receive both emails that they need to update their email on the appropriate system to receive your correspondence. You can provide this link for students on how to update their emails: [SAC Student FAQs](#)

2. Clarity and Organization

There are a few easy methods that can be used to assure clarity for your students:

- Use of **Announcements with email**, check to email – used as a weekly reminder of tasks to do for the course is helpful to students
- **Calendar due dates** in your Bb course calendar – use due dates in your course and make a calendar menu item for students to easily access
- **Bb Menu customization** for your course
- **Rubrics** – integrated into all areas in Bb
- **Discussion board Question forum**
- **Frequently Asked Questions (FAQs)** - Consider putting together a list of FAQs and posting it as a working document that you can add to as needed

At Distance Education we would be happy to do a course review to assist!

2. Course Shells

Course shells and faculty assignments in Blackboard are created from the data in Datatel. They are run on a regular basis. If you have been assigned to a course for the coming semester and you do NOT see it on Blackboard, and it has been input by the division office into Datatel, please contact the Distance Education office and we will be happy to assist you and get you up and running!

3. Check-in and Course Availability

Your student check-in process begins on the first day of classes. Your course must be made available to students by the first day of classes. If students have not checked in by your designated stated syllabus criteria, within the first week of classes, the procedure is to email students being dropped to inform them that they have not checked in and will be dropped from the course.

Faculty can follow this with an email to the students on the waitlist, in waitlist order, to let them know that they may be added if they email the faculty member by the end of the first week of classes (faculty can set the time). Faculty emails the add code to the student on the waitlist using the student's WebAdvisor email. Once the student is added into WebAdvisor, it takes a ½ day at most, for a student who is added to the system to be enrolled in the Bb course. The add job from WebAdvisor to Bb is run twice a day at approximately 10am and 3pm.

4. Syllabus/Start-up Requirements

All faculty members must provide students with a course syllabus specific to the course. The syllabus is a contract with the students in the class. A clear and detailed syllabus will lead to fewer misunderstandings. Instructors often include detailed descriptions of assignments and rubrics for evaluation. A course syllabus is required and available to students the first day of class. Faculty must submit a copy of their respective course syllabi to their division office. [Recommended Online Course Outline Additions](#) can be found at our DE Website (Appendix D)

5. Dropping Students

Per [Title 5, Section 58004](#):

Districts shall, according to procedures adopted by the Governing board, clear the rolls of inactive enrollment. Inactive enrollment in a course is defined as follows:

As of each census day, any student who has:

- (1) Been identified as a **no-show** , or*
- (2) **Officially withdrawn** from the course, or*
- (3) Been dropped from the course. A student shall be dropped **if no longer participating** in the course, except if there are extenuating circumstances. "No longer participating" includes, but is not limited to, excessive unexcused absences but **must relate to nonattendance**. "Extenuating circumstances" are verified cases of accidents, illness, other circumstances beyond the control of the student, and other conditions defined by the governing board and published in regulations. The "drop date" shall be the end of business of the day immediately preceding the census day.*

Your drop policy must be stated in your course syllabus.

Example:

In this course:

1. Students must attend one of the mandatory introductory sessions offered during the first week of classes or they will be dropped for non-attendance.
2. Students must complete the "Orientation Exercises" and participate in Week #1's discussion board by Monday of the second week of classes or they will be dropped.
3. Students must participate on the course site with discussion board posts, online quiz submissions, project submissions or other online interactions for that week (blogs, wikis, chat). If two consecutive weeks of non-participation is observed by the instructor, the student may be dropped.

Note:

- You may not keep a student enrolled in your course if you do not see academic engagement and regular and substantive interaction.
- You should attempt to contact students who have stopped all academically related activities to explain that they will be dropped unless they reengage in substantive assignments within your defined time period.
- Login statistics, such as “Last Access”, are not considered evidence of substantive student participation.

DO NOT ALLOW STUDENTS WHO ARE NOT PARTICIPATING TO REMAIN IN CLASS.

Online and hybrid classes have additional expectations for dropping students. You must document each student’s activity within your class. When a student is no longer completing regular and substantive interaction in your class, you must drop this student. Please consider using assignments, discussions, exams, and Blackboard’s Retention Center to help manage students’ regular and substantive interaction. Please document your student’s Last Day of Attendance (LDA) and have it readily available upon request.

Directions on how to make your course unavailable to a particular student on Bb is located in the [FAQs for Faculty](#) and in the [Beginning-of-Semester Checklist](#). Here is a quick video on [making a course unavailable to a student and hiding them in the grade center](#).

Bottom line:

- You must have stated criteria for dropping a student and the criteria must be one of academic engagement.
- A student cannot remain enrolled in the course if there is no evidence of academic engagement and regular and substantive interaction.

6. Orientation and Student Readiness

SAC provides student Blackboard orientations for both online and face-to-face course students. Faculty should also orient students through their course within the first week of class by creating a video or directions.

SAC Orientations

1. SAC [Student Online Orientation](#) can be taken at any time. (See “1. Student Online Readiness”) DE faculty are encouraged to require the SAC Student Online Orientation as a pre-course or first week activity.
2. Instructors can provide students with linked web resources, located at the SAC Distance Education website (<http://sac.edu/disted>).

7. Instructor Initiated Regular Effective Contact

It is extremely important that all Distance Education instructors adhere to the approved [SAC Regular Effective Contact Policy](#) developed to follow Title V and the California Community College Chancellor's Office requirements.

All DE courses at SAC, whether hybrid or online will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
 - **Examples**
 - Use of the Discussion board or blog for a check-in or icebreaker activity, where students will be expected to share and comment on each other's blog or post.
 - Use of the Discussion board for weekly topics for sharing and commenting.
 - Use of the Discussion board for an open question/comment forum, allowing for instructor and student responses.
 - Use of the Blog for current event posting and comments.
 - Creating a course orientation video for students to familiarize them with the course site.
 - Creating lecture/topic videos to allow for various learning modalities.
- **Frequency:** DE Courses are considered the "virtual equivalent" to on-campus courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, on-campus course.

Regular Effective Contact is part of the course design process. It is a focal area with ideas and suggestions to assist in your online course development, within the SAC Online Instruction Certification. The Distance Education office can also assist you with any questions and ideas in this area.

8. Visitation Protocols for Online Courses

Visitation of online courses may occur by faculty, Distance Education staff or administration for the following reasons:

1. By Distance Education upon student request to ensure that the course is appropriately available to students in the course management system.
2. By the administrating dean, when necessary, to ensure that regular effective contact is taking place as established in the SAC Regular Effective Contact Policy and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act. Faculty will be notified by email prior to course visitation.
3. By Distance Education in response to a request from the instructor in the course (questionable student conduct, technical problems, course development review, and recommendation).
4. By the administrating dean for a scheduled faculty review.

9. Office Hours

Five (5) office hours per week shall be posted and maintained in the faculty members' office in accordance with the needs and convenience of the students and community members. Faculty who teach online courses shall have their office hours reduced by the ratio of 1 hour per 3 LHE of online courses taught.

10. Dealing with Disruptive Students Online

Just as in the face-to-face classroom, faculty may need to deal with disruptive students online.

The document titled "[Dealing with Disruptive Students](#)" identifies some of the behaviors that faculty might encounter, gives suggestions for handling disruptive students, then outlines the official CLPCCD procedure for removing students.

11. Email and Contact Archiving

District email is automatically archived and saved to comply with legal mandates. Faculty MUST use District email for communicating with their students. Please contact the [Help Desk](#) for information on how you can better sort your inbox by class.

12. Download a Gradebook

At the end of the semester, final grades are submitted through WebAdvisor. Faculty will also need to provide Admissions and Records with their supporting documents. You can download your Blackboard grade center into an Excel spreadsheet that can be sent to the designated Admissions personnel.

[View instructions for downloading the course grade center.](#)

13. Student Services for Online Students

The offering of student services for distance education students is an important part of their success. [SAC Student Support](#) is available at our website for DE students.

14. Technical Support

District email is automatically archived and saved to comply with legal mandates. Please use District email for communicating with your students. Please contact the Help Desk for information on how you can better sort your inbox

Portions of this document were adapted from Mt. San Jacinto College, Distance Education Faculty Handbook 2013-2014 and Santiago Canyon College's Distance Education Faculty Handbook.



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ONLINE LEARNING ADENDUM SANTA ANA COLLEGE

Course: [Click here to enter text.](#)

Title: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

A. Type of delivery (Check all that apply):

Online Hybrid

100% Online

Other [Click here to enter text.](#)

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode? Describe and give examples of online methods of instruction, which might include course management system discussion boards, blogs, or wikis; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; webinars; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor website; online library requests; textbook supplements.

C. Title 5 (55376) states that "all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lessons, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities." Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

D. Describe how you will promote and monitor effective student-to-student contact.

E. Describe and give examples of how student learning will be evaluated.

F. Describe college resources that will be required by you and your students in each of the following areas:

1. **Facilities** (e.g., classroom for orientation sessions, exams, etc.)

2. **Technology** (e.g., software, hardware, technical support, etc.)

3. **Student Support Services** (e.g., online library services, counseling, tutoring, DSPS, testing center, etc.)

G. **Will you be using any of the following technologies for instruction?**

- Multimedia (streaming video, audio)
- Flash
- Timed Responses
- Third-party software
- Images (JPEG, GIF, etc.)
- Other [Click here to enter text.](#)

If any of the boxes above are checked, how will you ensure that instruction is accessible to students with disabilities?

ONLINE LEARNING ADDENDUM (SAMPLE)

SANTA ANA COLLEGE

Course: BUS150

Title: Introduction to Information Systems and Applications

Date: 1/13/2014

1. Type of delivery (Check all that apply):

- Online Hybrid
- 100% Online
- Other [Click here to enter text.](#)

2. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode?

Describe and give examples of online methods of instruction, which might include course management system discussion boards, blogs, or wikis; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; webinars; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor website; online library requests; textbook supplements.

It should be first noted that the Business division retains the same objectives, content and integrity for its online courses as it does for traditional on-campus courses. Reading and assimilation of material is required as it is for the traditional course

1. **Discussion Board:** Applying concepts and discussion of material application will be achieved in weekly discussion board topics requiring student response and responses to classmates. (*e.g. Discussions regarding Wireless Internet Security – what networks are not secured, what measures students can take, etc.*) Course questions will also be handled via the discussion board for all students to use and to learn from any student Q&A.
2. **Video clips:** Pertinent video clips will be used to highlight important course lecture concepts. Instructor videos will be used to present the material and summarize highlights. All videos will be captioned.
3. **Publisher Materials:** Test banks will be available for the instructor to use as needed.
4. **Project Submittal:** Projects will be submitted via Blackboard enabling students to go back to any previously submitted work and instructor feedback. If essays are utilized for assessment, Turnitin will be used as an additional student verification technique.
5. **Student Feedback:** Rubrics will be used for feedback clarity with comments. Videos created for student feedback will be used as needed.

3. *Title 5 (55376) states that "all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lessons, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities."* **Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.**

1. **Introductory Announcement/Email:** Sent to students a week before classes begin and posted on the coursesite. Gives instructions on how to access their course, where to begin, tutorial links for Blackboard, how to get help, first tasks that must be accomplished for "attendance" for students to remain enrolled.
2. **Student Orientation:** Face-to-face orientation or video orientation will be required. If a video orientation is used, it will be included as part of a required orientation quiz.
3. **Discussion Board:** Weekly discussion boards with instructor-student and student-student participation. Course questions will be handled on the discussion board.
4. **Additional Contact:**
 - a. **Announcements/Email:** Announcements are posted and emailed weekly to assure students are aware of current assignments and do not forget about the course.
 - b. **Emails are sent from the grade center:** Students missing work, doing poorly, and doing well, are emailed and notified with appropriate comments.
 - c. **Assessment feedback:** Rubrics with individual comments are provided for all project assignments.
 - d. **Email, Phone, Online or Physical Office Hours:** Students may also email, discuss by phone, Skype or drop in during office hours or make arrangements for a convenient time for any questions or concerns.
 - e. **Contact Commitment:** The instructor will respond to an email or post within the syllabus stated response time of 2 weekdays.

4. **Describe how you will promote and monitor effective student-to-student contact.**

Weekly discussion board usage is required and monitored by the instructor. Replies to the prompt as well as a minimum of two student responses are required. The discussion board is also used for course/assignment questions. Students can respond and help fellow classmates in this discussion board forum. Keeping the weekly topics current and relevant help to peak student interest in our weekly topics. The instructor will use email to contact students that are not participating. A chat room will also be provided for students that wish to synchronously chat at any time during the class.

5. **Describe and give examples of how student learning will be evaluated.**

Course evaluation will be based on:

- Topic Application: Discussion board responses and participation (qualitative and quantitative evaluation)
- Information Systems: Quiz or writing assessments
- Spreadsheet skills: Six projects assessed with rubrics/comments and if needed, individual video feedback
- Database skills: Six projects assessed with rubrics/comments and if needed, individual video feedback

6. Describe college resources that will be required by you and your students in each of the following areas:

1. **Facilities** (e.g., classroom for orientation sessions, exams, etc.)

Classroom for Orientation (two sessions: lunchtime and evening sessions during first week)
Classroom for Instructor Proctoring of Final exam (during finals week)

2. **Technology** (e.g., software, hardware, technical support, etc.)

Blackboard, our Course Management System (CMS) will be used for material, assessments, project submittal, discussion boards, grade center, chat and all aspects of the course. It will provide a means to obtain all historical data necessary for grade grievances and student participation activities.

Classroom for Orientation: Mediated Instructor station (Internet access for Blackboard) with Office (Excel & Access)

Classroom for Final Exam: Student and Instructor stations. Final exam will be taken on Blackboard.

3. **Student Support Services** (e.g., online library services, counseling, tutoring, DSPS, testing center, etc.)

Testing Center: May be needed for make-up final exam for extenuating circumstances
Distance Education: Technical support may be needed for student and instructor support.

7. Will you be using any of the following technologies for instruction?

- Multimedia (streaming video, audio)
- Flash
- Timed Responses
- Third-party software
- Images (JPEG, GIF, etc.)
- Other : **MS Office (Excel, Access)**

If any of the boxes above are checked, how will you ensure that instruction is accessible to students with disabilities?

All videos will be captioned and all images will have tags for read-outs. Flash-based content will be used only for student feedback where students are able to view flash content. Alternate formats, that are Section 508 compliant, will be provided. Blackboard is used for all content and it is an accessible CMS. (e.g. Camtasia Relay with captions)

Should any student require additional time or have special needs, additional time can be given within the Blackboard course, or alternately at the DSPS office or Testing Center.

Santa Ana College Regular Effective Contact Policy

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

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

Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

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

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been

added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Background:

In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, face-to-face office visits, or live electronic interaction; such as Skype or CCC Confer.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all DE courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment, should also be applied to the distance education situation. The DE

Guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each DE course/section or session”.

SAC Policy:

All DE courses at SAC, whether hybrid or fully online will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
- **Frequency:** DE Courses are considered the “virtual equivalent” to on-campus courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, on-campus course.
- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

Type of Contact: Regarding the type of contact that will exist in all SAC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Interactive tools, such as discussion boards, blogs, wikis, and chat, within the course management system, with appropriate active instructor participation. (“Questions for the instructor” forums are good but should be used in conjunction with other forums.)
- General email/messages
- Weekly announcements in the Course Management System
- Timely feedback for student work.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

Suggestions:

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System. <http://www.cccconfer.org>
- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.
- Instructors should prepare for online course delivery by completing college requirements to teach online.

These policies were adapted from Mt. San Jacinto College.



Distance Education Instructor Certification Policy

Instructors assigned to teach online or hybrid classes as defined in the class schedule, will be required to complete the following training:

Phase 1: Before an instructor is assigned to teach a distance education class for the first time* they must complete training in the following areas:

- Course Management System (Bb) training
- New Technologies Training
- Online Teaching and Pedagogy
- Effective and Engaging Techniques
- Assessment Methods
- Capstone – Online Course Creation & Review (optional for blended courses)

Examples of satisfactory training include completion of one of the following:

- Santa Ana College's Online Instruction Certification
- Completion of the California Community College @One Online Teaching Certification (<http://www.onefortraining.org/certification/>) within the last three years.

Phase 2: After an instructor has started teaching a distance education course, it is strongly recommended that they complete the following:

- Mentoring from an experienced distance education instructor for at least the first semester and longer if deemed appropriate.
- Continue professional development in online teaching and new technology

Phase 2 can be accomplished through a variety of means including but not limited to:

- Presenting or participating in online learning multimedia courses and workshops offered during Santa Ana College Flex Week.
- Participation in conferences, webinars, listservs, forums or workshops related to online teaching.
- Mentoring new online instructors.

Continuing Evaluation

A critical component of maintaining the quality of online education is continued evaluation. Online classes should be evaluated as part of the normal instructor evaluation process. Online and traditional instruction are dissimilar, they require different skill sets for class preparation and delivery. If an instructor teaches both online and in the classroom, it is most strongly recommended that both venues be evaluated in a comprehensive instructional evaluation.

Adapted from Cuyamaca College

* Distance education instructors already teaching online/hybrid prior to the implementation of this policy will have one year in which to complete their training.

Recommended Online Course Outline Additions Santa Ana College

The following topic additions are recommended for Online Course Outlines:

- **Course location**
- **When and how to contact the instructor**
- **Expected response time on questions**
- **Exact deadlines (date AND time) for “due dates”**
- **Attendance policy, including No Show criteria**
- **How to get help**

Sample verbiage for instructors to include and adapt:

Course Information

Course Site: Our course can be accessed at <http://rsccd.blackboard.com>. You may access our Blackboard (Bb) course site from home, the library or the student labs at SAC. When you are officially enrolled in the class and the class has been made available to students, you will have access to our class on the college Blackboard site. The student is expected to monitor the Blackboard web site and complete all assignments in a timely manner. Students are expected to login at least every two days.

Communication: The primary sources of communication in this course will be through the discussion board and by email. Please be sure to have a current working email address in your **Blackboard** profile.

Personal Issues: For questions regarding personal issues such as a grade on a specific assignment, please communicate with me via email. Emails must include our Course Section Number (e.g. 65824), your name and the subject, in the subject line. (e.g. 65824 Your Name – Project #4 Question)

I will generally respond to emails within 24 hours between Monday 9am and Friday 4pm if they have the section number in the subject line. Emails received over the weekend will be answered on Monday. Responses to emails without the proper subject information will be delayed.

Assignment and Course Questions: For questions about specific assignments, course or Blackboard, please refer to our “Frequently Asked Questions”. If an answer to your question cannot be found, please **post a question on our discussion board**. Students are encouraged to post answers to each other’s questions. I will check the board at least once each day to post answers during the school week (see above).

Deadlines: All Assignments, Online Quizzes, and Discussion Boards, must be completed by the end of the week (Monday 6:00am deadline) in order to receive credit.

Academic Honesty Policy: You should be familiar with the [Academic Honesty Policy at Santa Ana College](#). There is absolutely NO tolerance for cheating in this class. Academic dishonesty or cheating is defined as an intentional act of fraud in which a student seeks to claim credit for the work or efforts of another without authorization. *This includes assisting other students in acts of dishonesty or coercing students into acts of dishonesty, whether it is in coursework or on exams.* Any student caught cheating or assisting another student in the act of cheating, will receive a zero score for the assignment or quiz. Students will be reported to the Dean of Student Development upon a second breach of the Academic Honesty policy. *If you have any questions regarding this policy or application of this policy, please let me know.*

Course Policies

Attendance Policy: In accordance with the college drop policy, students who do not access the class web site or submit the “first assignments” by the due date may be dropped as a no show. Students who fail to turn in the weekly assignments and or participate in the discussion boards will be considered “absent” and may be dropped from the class for “excessive absence.” Students are responsible to officially drop the class or they will receive a letter grade based on their performance.

No Show Drop: In this course, you must complete all of the following activities by Friday of the first week of classes or you will be dropped as a “No Show”:

1. Send your instructor an email using the following subject: BUS100 – Your Name – First Email
2. Post a new thread on Discussion board Week #1, following directions described in the thread, and respond to at least two students
3. Complete the Orientation Quiz

Excessive Absence Drop: If two consecutive weeks of non-participation is observed by the instructor the student will be dropped.

Accommodations for Disabilities: Disabled Student Programs & Services Statement

Your success in this course is important to me. Santa Ana College and I are committed to providing reasonable accommodations for all individuals with disabilities. If you have a disability that may have some impact on your ability to do well in this course, I encourage you to speak with me as soon as possible. Also, please contact Disabled Student Programs & Services so that we can all collaborate on your classroom accommodations in a timely manner. DSP&S is located in U-103, and their phone number is 714-564-6264. The DSP&S office requires documentation of your disability in order to receive reasonable accommodations. If you do not have documentation, they will work with you to acquire it. I look forward to supporting you to meet your learning goals.

Additional Information

Update your Bb Email: After logging in to Bb, select “My Places”, “Personal Information”, “Edit Personal Information”, Update your email and “Submit”. Please see the Distance Education website for further details: <http://sac.edu/disted>

Questions: If you have any trouble logging in, or with Blackboard, please contact the instructor. As a secondary means of contact, you may use the Distance Education Student Help and Frequently Asked Questions page (<http://sac.edu/disted>). If necessary, contact them directly at (714) 564-6725, or A-101.

Preparation: Are you ready for Online Learning?

- This course is geared for students who are self-directed, manage their time and have basic computer skills.
- It is mandatory to be able to use the Internet and type all assignments.
- Complete the “SAC Student Online Orientation”, under “My Organizations” on the Blackboard homepage. It will allow to you become familiar with Blackboard, learn about time-management, learning styles, and will help you to determine the best approach for you in an online course: <http://rsccd.blackboard.com>

Expectations: This is a college level course. Many students expect that an online course will be easier, or entail less time. This is not true. This online class will take just as much time as a traditional classroom course. College credits are based on the Carnegie Unit, the structure of the US Education system, for a system of “units”. One semester unit represents one lecture hour of required classroom time and two hours of student preparation time. Thus, our three unit course requires, 3 lecture hours and 6 hours of student preparation, or approximately 9 hours total, per week that you will need to spend on this course.



Beginning-of-Semester Checklist for Distance Education Instructors



✓	To-Do's
<input type="checkbox"/>	Logon to Blackboard (http://rsccd.blackboard.com) and request a Bb course shell if you don't see one for the current semester (send an email and be sure to include your course name and section #)
<input type="checkbox"/>	(Optional) Export your course from a prior semester and Import into this semester's course shell
<input type="checkbox"/>	Delete any replicated menu items
<input type="checkbox"/>	Upload your new course syllabus
<input type="checkbox"/>	Delete any old Announcements and Discussion board items as old dates are confusing to students
<input type="checkbox"/>	Update any due dates (Easy update tip: Control Panel, Course Tools, Set Grade Center Due Dates)
<input type="checkbox"/>	Verify ADA compliance for any audio/video transcription/captioning. If in doubt contact us!
<input type="checkbox"/>	Create a new Welcome Announcement with instructions on where to begin your course and expectations for the online student for evidence of course attendance. <ul style="list-style-type: none"> ❖ You may want to create your Welcome announcement before classes begin and email the announcement to all students.
<input type="checkbox"/>	Orient your students to your course. <ul style="list-style-type: none"> ❖ Consider making a screen capture video of how your Blackboard course is set up, present your syllabus, set expectations, and receive and answer questions. ❖ Consider using CCCConfer to meet live with your students. Students unable to make the live orientation are still able to view a recording of the conference at any time.
<input type="checkbox"/>	Check all external links and file links to assure they are all valid/current
<input type="checkbox"/>	Verify Blackboard Students against WebAdvisor Roster (see attached)
<input type="checkbox"/>	Notify the Distance Education Office if you know of any students that are Out-of-State in your online course. (see attached)
<input type="checkbox"/>	Regularly look through your course to assure Regular and Substantive Interaction. You must have evidence of academic engagement for online/hybrid enrollments and regular substantive interaction. (see attached)
<input type="checkbox"/>	Assure you have Reminders to students to: <ol style="list-style-type: none"> 1. Update their Bb and WebAdvisor emails 2. Assure their computer and browsers are in good working condition – direct students to “Help & Training” under Student Resources, have a zero-point or extra credit quiz for students to assure their computer/browser/internet connection are ready for online exams.
<input type="checkbox"/>	Make your course available for students (Control Panel-Customization-Properties-Click “Yes” to “Make Course Available”-Submit)
<input type="checkbox"/>	Regularly Contact/Drop inactive students and document Last Day of Attendance (LDA) The LDA must be documented based on a student's last <i>academically related activity</i> . Blackboard log in statistics are not appropriate. See attached for important details.
<input type="checkbox"/>	Save dropped student work (see attached)

Rosters

- **WebAdvisor is your “true” roster.** On Monday, the first day of classes, your Blackboard roster should reflect all students that have enrolled in your course and all students that have dropped from the Friday before class start. Thus, it is possible that any students dropping over the weekend will not be reflected on Blackboard.
- **Adds from WebAdvisor will be run twice a day for the first two weeks of classes.** However, let your add students know that they should see your course on Bb later in the day or the next day at the latest.
- Any drops that occur after classes begin are up to the instructor to remove.
- **Any problems or questions, please have them email/call/stop-by the Distance Education Office**
- **Check your Blackboard Roster against your WebAdvisor Roster!**
 - Any missing students on Bb, contact Distance Education
 - Any students on Bb that are not on WebAdvisor, please remove them from Bb (Users and Groups-Users-Click the user-Click Remove Users from Course)

Out of State Students

The US Department of Education requires that colleges offering distance education, to students in which it is not physically located, must meet that State’s requirements for it to legally offer postsecondary distance education in that State.¹ Some states do not regulate public institutions. Others require an application fee from the college to apply.

- **Reports** are run on a regular basis by the Distance Education and Admissions Offices to identify students that are enrolled in a distance education course that reside out of state. If the state is one of our identified states of agreement, there is no issue. If the state is one in which we do not have an agreement, the Distance Education Office will notify the state’s department of education. In some cases, if an application fee is required, the Distance Education Office will notify the student and let them know that they cannot take the course.
- Because the regulations of states vary and are subject to change, we need to handle out of state students on a case-by-case basis.
- The college application process notifies out-of-state students to contact the Distance Education Office.

Bottom line: If you are aware of any out-of-state students in your course, or interest from an out-of-state student, please have them contact our office immediately.

Last Date of Attendance

Heightened standards by the Department of Education **require documentation** of “regular and substantive interaction between the students and faculty” showing evidence of academic engagement for online enrollments and regular effective contact. This includes the first week of classes.

Online faculty is required to do the following:

- **Have one or more regular activities that must be accomplished within a week’s time.**
- Activities can be any type of student participation such as:
 - **Interactive Activities: Discussion board, Blogs, Wikis, Chats**
 - A “Getting to Know You” discussion board is a nice forum to begin with in a course. A quick 2-3 questions for students to respond to and reply to other student posts allows the class to get to know you and each other. Set a

¹ USDOE §600.9(c) State authorization

welcoming tone by giving some information about yourself and comment on each student's post.

- **Quizzes/Tests**
 - Orientation quizzes are quick and easy to do. A quiz on your syllabus or course site, or a survey on knowledge of your topic area by a given due date will give you drop criteria and will give the student an opportunity to use the online quiz in a situation where the points are minimal or non-existent.
- **Assignments/Projects**
- Consider offering **live class sessions** and office hours (via chat, Skype, CCCConfer, etc.)

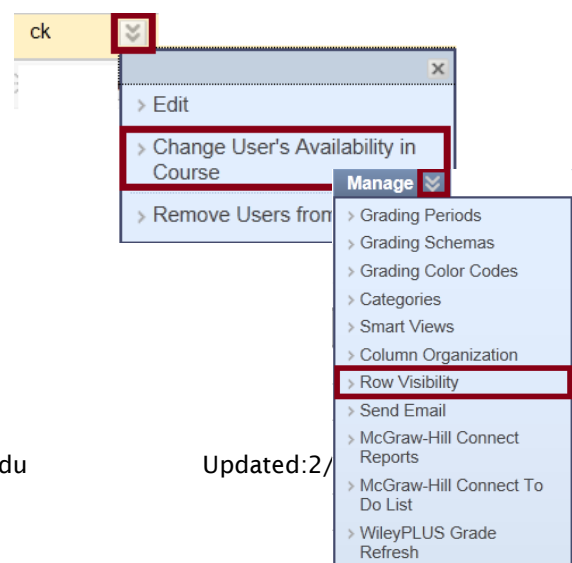
Bottom line:

- **Regular and Substantive interaction and activities must occur throughout the entire semester.**
- The Last Date of Attendance and documentation of when activity stopped should be attainable. This is easily stored in Bb by a **column in the Grade Center for "Last Date of Attendance" with a comment documenting reasons for dropping.**

Dropping:

- Your **drop policy must be stated in your course syllabus.**
 - **Example:**
 - In this course:
 - Students must attend one of the mandatory introductory sessions offered during the first week of classes or they will be dropped for non-attendance.
 - Students must complete the "Orientation Exercises" and participate in Week #1's discussion board by Monday of the second week of classes or they will be dropped.
 - Students must participate on the course site with discussion board posts, online quiz submissions, project submissions or other online interactions for that week (blogs, wikis, chat). If two consecutive weeks of non-participation is observed by the instructor, the student may be dropped.
- **You may not keep a student enrolled in your course if you do not see academic engagement and regular and substantive interaction.**
- **You should attempt to contact students who have stopped all academically related activities to explain that they will be dropped unless they reengage in substantive assignments within your defined time period.**
- Login statistics, such as "Last Access", are **not evidence of substantive student participation.**
- **All Dropped student work must be saved** along with documentation of when activity stopped.

- Drop the student from WebAdvisor
- **Make the course "Unavailable" to the student**
 - Under the Control Panel, select Users and Groups
 - Users
 - Select Chevrons for the student account
 - Click to "Change User's Availability in Course"
 - Select "No" for "Available for this course only"
 - Submit
- **Hide the dropped student row in Grade Center**
 - In the Grade Center, select Manage



- Select the chevrons
- Click Row Visibility
- Click the box for the dropped student
- Click to “Hide Rows”
- Submit

Bottom line:

- **All student work must be saved, even for dropped students.**
- **You must have stated criteria for dropping a student and the criteria must be one of academic engagement.**
- **A student cannot remain enrolled in the course if there is no evidence of academic engagement and regular and substantive interaction.**

Student Authentication and Integrity

The Higher Education Opportunities Act requires institution processes for student authentication and validation. The Santa Ana College Distance Education Advisory Group will be working out official processes for next semester. In the meantime, we must do our best to ensure student identity which can be done by using one or more of the following methods:

- **Use plagiarism detection software** if appropriate (SafeAssign or Turnitin)
- **Proctored Exam(s)** – Think about offering at least one proctored exam. This can be offered at the SAC Testing Center or an authorized testing center, such as another college testing center.
 - Ideally a mid-term or final exam with substantial grading consequences

Suggestions:

- **Engage your online student during the first week!** Let them shake off any trepidation they may have about an online class by letting them take an easy online quiz, or begin participation on the discussion board getting to know their fellow classmates. Encourage a community atmosphere in your virtual classroom.
- Make your online class a class that the students want to check in on to see what’s happening!
- **Set expectations** both for the students and yourself! Let students know what you expect and what they can expect of you. **In what time-frame will you respond** to questions on the discussion board, or questions that are emailed to you?
- **Set up a Q & A Forum** – let students know that rather than emailing you they should post a question on the discussion board. Anyone can answer it, and you’ll always check and respond with the answer or “Suzy was correct in her response to you” type answer. Just like raising their hand in class, everyone can see if their question was asked and get the response right away.
- **Surveys!** What a great tool! Surveys are used just like online tests, but are anonymous. Wonderful tools for getting quick feedback on a lesson, a pre-test that doesn’t count, a mid-semester way to find out if what you’re doing can be improved, or an end of course survey.
- **Feedback!** Use Bb to send out easy emails. In the Grade Center, check a group of students that did well on a test, poorly, or missed it! It’s quick, easy and will let them know you are monitoring them and that you care.
- **Any questions, concerns, comments** – Please give us a call, email or stop by!



Santa Ana College Online Course Test Proctoring Form

Student Qualifications to Obtain A Proctor

A proctor is an approved adult who observes a student who is taking an examination for the purpose of assuring academic honesty and test integrity. Students must secure a proctor at an off-site location if:

1. The student is unable to come to the Santa Ana College campus to take a required proctored exam, and;
2. The student lives or works more than 50 miles from the Santa Ana Campus (This includes active military students, and students out of state and out of the country.)

Note: Students who have medical, physical, or other special needs which make travel difficult, should make testing arrangements with the Office of Disability Services at Santa Ana College.

Approved Proctors

If a student is unable to take his or her examination(s) at Santa Ana College, the student must arrange to have the examination(s) supervised by an appropriate proctor. Qualifications of the proctor must accompany the Test Proctoring Form. Suitable proctors are listed below.

The following two approved proctor options are preferred by Santa Ana College.

1. A university, college or community college testing center proctor. (If the university, college or community college has a test center, students are expected to have their exams proctored there.)
2. Professional testing center proctor.

If no university, college, community college, or professional test center is available, a proctor may be selected from the list below.

1. An educational administrator at a university, college, or community college which does not have a testing center.
2. For personnel of the armed forces, any commissioned or non-commissioned officer of higher rank than the student, an education officer or specialist, or base librarian.
3. Librarian at a public library.

Note: In all cases, the proctor must be willing to stay with the student for the full duration of the exam. Friends, relatives, neighbors and direct supervisors of the student are NOT permitted to proctor examinations.

Arranging for a Proctored Examination

To **take an off-site** proctored exam, the student must secure an approved proctor and an approved test location as follows.

- 1. Find a proctor and test site.** Contact the testing center at a university, college, or community college near you. If no testing center is available at that institution, contact a professional testing center, a post-secondary educational administrator, military base, or as a last choice, a public library. Retain a qualified individual to proctor your examination. Arrange a date and time for the exam. You are responsible for paying any expenses involved.
- 2. Fill out paperwork to get proctor and test site approved.** Complete the information required on the Test Proctoring Form (page 3 and 4) and have the proctor sign it. Fax or scan and email the completed and signed form to the Distance Education Office. This completed form must be received no later than 10 days before the first day of testing.
- 3. Await approval.** The proposed proctor may be approved or disapproved based upon the assessment of the request after the Distance Education Office contacts the proctor. You will be notified if the proctor is approved or not approved.
- 4. Your proctor will receive your exam.** After your request is approved, the exam(s) and instructions will be faxed or emailed to the proctor (email is the preferred method). It is the student's responsibility to confirm the date and time of the exam with the proctor.
- 5. Your proctor will return your exam.** Your proctor must return your exam by Fax or email to the Distance Education Office by the date marked on the Off-Site Proctor Instruction Sheet which will be sent with your exam.

Note: Notify the instructor and the proctor if you need to reschedule your exam.

Santa Ana College
Distance Education Office
Phone: (714) 564-6725
FAX: (714) 647-0761
Email: sac_disted@sac.edu



Off Site Test Proctoring Form

The Distance Education Office must receive this form at least 10 working days in advance of the test date. Fax or scan and email this completed form to the Distance Education Office.

This section needs to be completed by the student:

Subject & Course #: (ex. ACCT 101) _____

Name of Instructor _____

Instructors Email Address _____

SAC Student ID Number _____

Name of Student _____

Student's Address: _____

Students phone Number _____

Student's Email: _____

Dates of Proposed Exams:

1: _____ 2: _____ 3: _____ 4: _____

Reason for Request: (see Qualifications to Obtain a Proctor (Page 1))

I have read and understand the Student Qualifications to Obtain a Proctor (Page 1)

Student Signature _____ **Date** _____

This section needs to be completed and signed by the Proposed Proctor:

Name: _____

Work Address: _____

Phone number _____

Fax number _____

Email Address _____

Qualifications of Proctor See Approved Proctors (Page 1):

(Please list qualifications on lines below and check the boxes below after reading the statements.)

- I attest that I am not a friend, relative, or direct supervisor of the student.
- I have read and attest that I meet the proctor qualifications (see Approved Proctors page 1)
- I attest that I can and will provide an appropriately secure environment for this student to complete the designated examinations for this course and will abide by the instructions of the instructor.
- I further attest that I will retain the confidentiality of this examination strictly according to the instructions provided by the instructor and Santa Ana College.
- I understand that I will not be compensated by Santa Ana College for any costs associated with proctoring examination (s).
- After receiving confirmation from the Distance Education Office at Santa Ana College, I will destroy and delete all materials.

Signature of Proposed Proctor

Date

**Student: Please Fax or scan and email this completed and signed Off Site Test Proctoring Form
to: Santa Ana College - Distance Education Office
FAX (714) 647-0761
Email: sac_disted@sac.edu**

Distance Education Approval _____