

College of the Siskiyous

Distance Learning Handbook

COS Distance Learning Committee

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Introduction and Purpose

Welcome Online and Distance Learning Faculty!

The College of the Siskiyous Distance Learning Handbook is designed to provide additional information about the Siskiyou Community College District policies, procedures, and best practices for distance learning. This handbook is organized as an online document, so as to furnish information in a navigable format that can easily allow for supplementation and revision as policies and procedures develop and change.

The goals of this handbook are to:

- Articulate the mission and goals for distance learning, especially as they pertain to the College's [Institutional Master Plan](#).
- Provide technical and pedagogical support and resources for faculty teaching online, videoconferenced and hybrid courses.
- Furnish information about training and mentoring for all distance course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to distance learning courses.
- Define best practices in distance education and how those should be incorporated into course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

Distance Learning Mission Statement

The mission of Distance Learning at COS is to develop and deliver universally accessible, academically sound, and technologically advanced instruction, while supporting student success, providing the depth and breadth of a quality post-secondary degree education, responding to community needs, and promoting faculty innovation.

Core Values:

- To provide high quality instruction and instructional services to learners enrolled in distance education classes.
- To promote adoption of instructional best practices by faculty involved in teaching distance education classes.
- To foster an atmosphere of professional growth and exploration into quality innovative approaches to teaching and learning in distance education classes.

Distance Learning Committee

The Distance Learning Committee (DL Committee) is charged with providing direction and leadership on matters pertaining to academic quality, student learning, and institutional effectiveness in distance education at College of the Siskiyous. The Committee will advise and make recommendations to the Academic Senate regarding vision, policies, and implementations related to distance education.

DL Committee Chair: Maria Fernandez, M.A.

[Visit the Distance Learning Committee Website.](#)

What is Distance Learning?

“Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.”

From the “Guide to Evaluating Distance Education and Correspondence” Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

Modes of Delivery for Online Courses at College of the Siskiyous

The following definitions are intended to be used in preparing course schedules and will be annotated in the online and print versions of the schedule. The Division Deans in coordination with the DL Committee will ensure that instructors utilizing any of these modes have demonstrated the necessary skills in computer use and, depending on the mode, have successfully completed appropriate training.

1. An **online course** is where instruction is delivered fully online via Canvas, the college’s Learning Management System (LMS). All online courses will have a proctored event to ensure academic integrity and to verify identification via Proctorio, an online proctoring system that is free to students. Some online courses may require exams and assessments to be taken on campus, or at an approved proctoring center near the student’s home.
 - a. Faculty must successfully complete online teaching requirements as established by [AP 4105](#) and the Academic Senate.

- b. *Schedule note:* For online courses, the following schedule note will appear: “**Students enrolling in this section will need effective computer skills and reliable internet access.**”
 - c. *Curriculum Approval:* This mode requires approval from the Curriculum Committee. The Course Outline of Record must include Distance Learning approval.

- 2. A **hybrid course** replaces on-campus contact with virtual contact via Canvas the college’s LMS. Student use of online material is a required element of the course. Specified on-campus meetings are indicated in the schedule.
 - a. Faculty must successfully complete online teaching requirements as established by [AP 4105](#) and the Academic Senate.
 - b. *Schedule note:* For hybrid courses, the following schedule note will appear unless an instructor specifically requests otherwise: “**Students enrolling in this section will need effective computer skills and reliable internet access.**”
 - c. *Curriculum Approval:* This mode requires approval from the Curriculum Committee. The Course Outline of Record must include Distance Learning approval. Courses that are already approved for fully online are, by default, eligible for hybrid delivery.

- 3. An **LMS-supported course** uses Canvas, the College’s LMS, to supplement a regularly scheduled, on-campus course so that students have additional access to course materials (learning resources, assignments, gradebook, and discussion boards, for instance) and the ability to communicate online. The College’s LMS cannot be used to replace the instructor's presence in the physical classroom
 - a. Faculty must successfully complete Canvas LMS training.
 - b. *Curriculum Approval:* This mode does not require approval from the Curriculum Committee.

Additional Methods of Distance Learning

- 1. A **videoconferenced course (VC course)** connects several classrooms in Siskiyou and Modoc counties to offer real-time interactive learning through two-way video and audio. These classrooms allow students to be able to participate in classes at their locations, rather than having to drive many miles to a COS campus. County VC centers are located in Yreka, Fort Jones, Butte Valley, Etna, Happy Camp, Modoc, and Tulelake.
 - a. [VC Classroom Locations](#)
 - b. Faculty must successfully complete appropriate VC training.
 - c. *Schedule note:* For hybrid VC courses, the following schedule note will appear unless an instructor specifically requests otherwise: “**Students**

enrolling in this section will need effective computer skills and reliable internet access.”

- d. *Curriculum Approval*: This mode requires approval from the Curriculum Committee. The Course Outline of Record must include DL approval.

*Note: If instructors use the Canvas LMS to post materials and engage in discussion, but do not replace their classroom time with online instruction, this is a **web-supported VC course**.

Learning Management System

COS utilizes the Canvas Learning Management System (LMS) for all online courses. Instructors may also select to use Canvas as additional support for their face-to-face courses if they have met the Canvas training requirement.

Use of the College’s Learning Management System (LMS)

COS currently requires all instructors who utilize the Canvas LMS to be Canvas Certified by the following dates:

June 30 for Fall semester

Nov 15 for Winter Intercession/Spring semester

April 15 for Summer semester

Instructors can provide evidence of Canvas certification from another entity or institution to canvas.admin@siskiyous.edu, or they can be added to the COS Introduction to Teaching with Canvas self-paced certification course.

For more information, please contact canvas.admin@siskiyous.edu

Faculty Expectations for the Online Environment

The Office of Instruction and the DL Committee are actively involved in supporting the institutional efforts by working collaboratively with the faculty to insure adequate training and resources are made available.

Online/Hybrid Teaching Requirements

As an educational institution, COS is committed to the quality of our students' learning, regardless of location or means of delivery. Given the critical role of instruction in the learning process, COS has documented the faculty skills and requirements uniquely applicable to the online teaching environment. These requirements are intended to support high-quality student learning and to clarify expectations for faculty interested in joining our online faculty community.

- Canvas LMS Certification
- Online Pedagogy/Andragogy

Meeting the Online Pedagogy/Andragogy Requirement

The following requirements are indicated by [College of the Siskiyous AP 4105](#):
“Any instructor teaching an online course shall have completed the training on use of the Learning Management System and online course pedagogy required by the District before the class commences.” Deans and hiring committees should consider these guidelines when hiring and scheduling for online courses to ensure practices are consistent with AP 4105.

Faculty should provide evidence of meeting at least one of the following criteria:

- Completion of @One course – Introduction to Online Teaching and Learning
- Completion of @One course – Online Education Standards and Practices
- Successful completion of the Online Education Initiative course review process or Course Design Academy
- Degree or certificate in online learning from an accredited higher education institution
- Certificate in online learning from nationally-recognized organization (such as the Online Learning Consortium or Quality Matters)
- Experience teaching at least 2 online course sections within the last three years. **A course review is required (See Appendix B).** The review will also include a conversation regarding how regular and substantive interaction between faculty and student, and among students, is maintained.

Instructor Duties

Faculty teaching Online/Hybrid courses are responsible for the same administrative functions as those teaching in the face to face classroom. These duties include:

- Choosing textbooks (or Open Educational Resources known as OERs).
- Verifying course rosters.
- Adding and dropping students.
- Entering grades at the prescribed times.
- Creating and uploading syllabi to Canvas.
- Creating and uploading assignments and assessments to Canvas.
- Ensuring that all features of the course are up-to-date and currently working.

Technology Requirements

Faculty members should have technology sufficient for managing their online courses (reliable internet access, current computer with webcam for conferencing, for instance) and must use the District required learning management system (LMS) known as Canvas.

Committee Participation, Program Review and SLO Assessment

All faculty must participate in SLO assessment according to the bargaining contract. Full-time faculty must participate in program review and meet committee obligations. Adjunct Instructors are also welcome to participate on committees.

[View the current COS Faculty Contract.](#)

Evaluations

All faculty are evaluated on a regular basis. Review the bargaining agreement (Article 19) and the evaluation form in Appendix E of the bargaining agreement to understand the items that are required for acceptable evaluations.

Regular and Effective Contact

Instructor-initiated regular effective contact requires early, continuing, and consistent communication from the instructor of record. This includes the instructions for accessing the course and directions on how to use the tools and materials.

The instructor is responsible for ensuring substantive regular and effective contact with students. Distance Learning classes and instruction are held to the same standards “regardless of delivery.” This means that interaction and content delivery must parallel an on-campus course.

- The Canvas course “shell” must be developed to be more than a “container for lectures” and multiple choice tests. An Online/Hybrid instructor must create active, synchronous (real time) and asynchronous interactions between instructor and student, and among students.

- Faculty teaching Online, Hybrid, and LMS-supported courses may only use Canvas and the tools within the Canvas environment as the learning management system for course delivery.
- Instructor presence: Instructors should create a sense of “presence” for which students are aware and with whom interaction is available. Presence is the most important best practice for an online course (Boettcher & Conrad, 2010, p. 53) Research has shown that an important component in students ‘performance in and satisfaction with their online course is the active participation of the instructor within their course (Picciano, 2002; Rovai, 2002; Swan & Shih, 2005).
- Regular contact hours should be listed through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.
- Timely feedback that replicates the contact of on-campus courses, with communication between faculty and students occurring no less frequently than in a comparable on-campus course.
- Instructors should clearly indicate when they will be available to students, and when they will not be available (i.e., weekends, vacations, holidays, if appropriate), how often they will respond to student work, and in what manner they will respond to student work (i.e., email, text message, phone, online chat, or via the Speed Grader).
- Interaction between faculty and students should use multiple channels, besides just the Canvas Inbox (messaging tool in Canvas). Discussions, and regular announcements, are an added but minimal way to connect with students. Faculty should use a variety of communication tools available in Canvas in their classes. These tools include both real time modes, such as ConferNow, and asynchronous tools such as Inbox. Collaborative tools, within Canvas, are often one of the best ways to achieve student to student interaction, in addition to discussions.

Before the First Class

First Steps

If you are new to COS (Adjunct or Full-time), you will be provided with initial hire paperwork from Human Resources. In this process, you will be provided with a COS email address and Profile/S-Number.

All required paperwork and your COS profile must be complete before we can create your Canvas account and Course Development shells.

If you are scheduled to teach in the upcoming semester, the DL Faculty Coordinator will contact you to ensure you have the necessary competencies and/or certifications on file.

Next Steps

Once you have your COS email address, you can request a Canvas Account and Development Shells for the class(es) you will be teaching. Send your email request to canvas.admin@siskiyous.edu

For example:

Dear Canvas Admin,

Please create a Canvas Account for me and DEV shells for the following courses:

ENGL 1001

ENGL 1502

ENGL 0900

Thanks!

If you are scheduled to teach a videoconferenced course, you will need to schedule your VC training with Anne-Marie Kuhlemann before the start of the semester:

Anne-Marie Kuhlemann

Distance Learning Coordinator/Videoconferencing/Web Support

Kuhlemann@siskiyous.edu

(530) 938-5881

Course Shell Creation Schedule and Roster Loading

Canvas Admin and the Office of instruction work together to ensure that all courses are appropriately marked by modality: online, hybrid, video-conferenced, or web-supported.

Instructors can expect that course shells will be created within the following timeline:

Summer Session shells created in mid-April

Fall Semester shells created in mid-May

Winter Intersession shells created in mid-October

Spring Semester shells created in mid-November

Who is Canvas Admin?

As you can see, many of your Distance Learning requests and queries should be sent to the Canvas Admin team.

The COS Canvas Admin Team consists of:

Anne-Marie Kuhlemann, DL Coordinator/Videoconferencing/Web Support

Maria Fernandez, DL Faculty Coordinator/DL Committee Chair (online instructional support, course design and development, course review)

David Gault, Senior Systems Analyst/Programmer

Sending your request or query to canvas.admin@siskiyous.edu will ensure that you get a timely response. Our goal is to support you and your students' success.

Developing an Online Course

Curriculum Development and Approval

Most disciplines can adapt on-campus courses for online or hybrid delivery. Courses that include clinical experiences and laboratories can be augmented by distance education. The decision to use distance learning must be made on a course-by-course basis with consideration given to course content, student needs and the flexibility of the delivery mechanism. Developing an online or hybrid class provides faculty with the opportunity to see their course(s) from a new perspective and often results in improvements to both their on-campus and online courses.

Proposals for the development of online or hybrid courses are initiated, evaluated and approved by full-time faculty in the discipline. In disciplines without FT Faculty, this process should be initiated with the approval of the appropriate Dean.

Distance education course proposals are evaluated for appropriateness by the Curriculum Committee and only those courses demonstrating suitable content and sufficient rigor should be approved. The proposal should include a consideration of the following:

- Appropriateness within the degree program or as a stand-alone course
- Suitable course content and sufficient rigor

- Appropriate uses of technology in course delivery
- Sufficient type and number of instructor-student contacts per semester

Title 5, Section 55378, requires that before an online course is developed it is separately reviewed and approved according to the district's course approval procedures. **Course Outlines** must be either created or updated before they can be submitted to the Curriculum Committee. Distance education courses should be reviewed through the four-year cyclical review process of Program Review pursuant to Title 5, Section 55201.

The **Distance Learning Addendum** requires documentation of each course objective and an explanation of how distance learning strategies will be used to help students achieve the course objectives.

[Review the COS Curriculum Handbook](#)

The Welcome Email

Communication with Online/Hybrid students often begins before the first class meeting. Faculty members are encouraged to develop an information email also known as a Welcome Letter, to be sent to enrolled students at least a week prior to the course start date.

Recommended Components of the Welcome Email:

- Introduction of instructor and course. Expectations of an Online Class experience and links to Learning Readiness module(s) from the OEI (or Quest for Online Success found in the navigation bar of each course shell) or appropriate student support services including DSPS.
- Instructor availability information and communication guidelines.
- Books, materials & technology requirements. (Instructors are encouraged to consider the use of Open Educational Resources (OERs) as a part of their courses) Go to the [OER consortium](#) for information.
- An accessible copy of your course syllabus: all the components that would appear in a face to face class syllabus plus clearly address course policies, assignment submission, testing and proctoring, and support services that may be affected by the Online/Hybrid learning experience.

How to Send the Welcome Email

Instructors may send the Welcome Email from the Canvas Inbox if their course is published. Instructors may also send an email to students via the mySiskiyous faculty dashboard. If you would like more information on how to send your Welcome Email, contact canvas.admin@siskiyous.edu

Third Party Content Guidelines for COS Courses

Overview

Third party content providers routinely ask students for personal identification information through a registration or login process. In addition, third party content providers may choose to compile and analyze student assessment and demographic data for commercial purposes (such as textbook development). These practices potentially jeopardize our students' privacy. As educators, we are legally and ethically required to safeguard the confidentiality of student data. Our commitment to student privacy is well-documented through our Board and Distance Education Policies and Procedures. The following Third Party Content Policy is consistent with the spirit of these policies and with the requirements of FERPA (Family Educational Rights and Privacy Act).

Definition

COS defines third party content as commercial, web-based publisher content, including course packs and external Websites, which requires student personal identification information and grades to exist outside of the Canvas LMS, and/or which require students to access assessments outside of the Canvas environment.

Guidelines

1. The Family Educational Rights and Privacy Act of 1974 (FERPA) guidelines require single sign-on and that Assignments and Grades are only kept with Canvas, the District required Learning Management System.
2. Canvas supports integration of publisher content within a single sign-on environment. This integration allows faculty to keep all student data within Canvas on the District Servers.
3. All third party integrations must first be approved through the IT Software Procurement Process to assure that the materials meet Section 508 standards for accessibility.
 - a) Contact Wayne Keller, Director of IT, for more information regarding the IT software procurement process.
 - b) Instructors who wish to integrate third party content into a Canvas course, should ask their publisher or software representative for their **Voluntary Product Accessibility Template (VPAT)**. This item will be necessary to assist IT in review and approval of any future third party content integrations.
 - c) Contact canvas.admin@siskiyous.edu for more information regarding integration of publisher content once your request has been approved.
4. The following items do not need prior approval:
 - a) Publisher Quiz cartridges uploaded into the Canvas environment.
 - b) Open Educational Resources (OERs) which may be integrated into your Canvas course. For more information see the Online Education Initiative's [OER Webpage](#)
 - c) External student study websites (Norton Student Study Space, for example) added to the Course Navigation bar, as long as students are not

asked to take assessments at this site. Contact canvas.admin@siskiyous.edu for assistance in adding an external website to your course navigation bar.

- d) Textbooks in electronic form or PDF which do not require students to access the commercial, web-based publisher content.

Academic Integrity

COS utilizes Proctorio for online exam proctoring and Turnitin to help students learn the importance of academic integrity. Academic Senate guidelines indicate that all fully online courses will have a proctored event to ensure academic integrity and to verify identification. Both of these tools are already integrated into our Canvas environment.

If you need assistance or would like to learn more about either of these tools, contact canvas.admin@siskiyous.edu or visit the [Online Learning/Online Faculty Help page](#).

Conferencing Tools

To promote student-faculty interaction, COS utilizes the following synchronous communication tools:

ConferNow (Zoom)
CCC Confer

These communication platforms are an ideal way to offer your online office hours. Both of these tools are already integrated into our Canvas environment.

If you need assistance, or would like to learn more about these tools, contact canvas.admin@siskiyous.edu

Last Date of Attendance & Drop Policy

Recent examples of financial aid fraud have caused the Federal Department of Education to require last date of attendance information and tracking of student attendance for online courses. Therefore, it is up to the instructor to closely monitor student participation in Online/Hybrid courses. Participation is more than just logging in.

It is not enough to evaluate a student's attendance based solely on the number and frequency of logins or through course statistics on Canvas. The guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class.

Instructors must drop students based on their "lack of" participation in class. 'Attendance' (through logins) is not the same as participation. Participation means actively completing course activities in the CMS (Canvas) such as assignments, assessments, posting on discussion forums, etc. Participation policies must be clarified in the online syllabus.

Best Practices for Last Date of Attendance and Withdraw / Drop:

- Create a course Check-In Assignment, such as a discussion forum, an introductory email students send to the class, or a self-assessment. Simply having the student login for the first day of class is not enough. New Federal guidelines to prevent financial aid fraud state that student logins no longer count as participation.
- State the last day for Check-In to occur. For example – the second or third day after the course begins.
- Require students to complete ALL assignments in the first learning unit by the due date.
- Be specific as to the exact day, date and time of your drop deadline. Include time zone information (eg. PST) so that there is minimal confusion for students.
- If a student has not checked-in, it is best to send an email before the drop deadline to students who have not checked in to inform them that they are in danger of being dropped if they do not respond by the deadline.
- For more information on Last Date of Attendance, Withdraw/Drop, or Census Verification, contact [Admissions and Records](#).

Incompletes

Incomplete contracts must be initiated and approved prior to finals week.

If you have students who need access to your online or hybrid course after the term end to complete coursework, contact canvas.admin@siskiyous.edu

To maintain course integrity, Canvas Admin will not extend term dates for the original course.

Procedure for Course Incompletes in Online Courses

Step 1: Notify Canvas Admin that you have a student who needs to complete work to clear an incomplete. Please provide us with the following information:

1. Course Name
2. Student Name(s) and siskiyous email address(es)
3. Course end date

Step 2: Canvas Admin will create your course shell with the following parameters:

1. Naming convention: Course Completion_Course Name_Instructor Last Name
2. Add you as the instructor.
3. Add the appropriate students to the course.
4. In Course Settings, set end date for as per your request, and check “students can only participate in the course between these dates”

Step 3: Instructors import selected content into the course (without dates).

1. Edit assignment/exam dates and set any proctoring parameters.
2. Publish course and send a note to the student via the Canvas Inbox.
3. Use grade to date from incomplete course and new grades from completed work to determine the student’s final grade.
4. Submit grade backup with your Grade Change form to A&R

If you need assistance with any aspect of Step 3, please contact Maria Fernandez for instructional support: 530-938-5268 or fernandez@siskiyous.edu

Accessibility and Section 508 Compliance

To ensure that all students have the same opportunity, Online/Hybrid courses must be designed to provide “built-in” accommodation, known as Universal Design. This means ALL instructional materials and resources must be accessible to “industry standard” assistive computer technology commonly used by students with disabilities.

Minimum requirements include:

- Canvas materials utilize Headers and text.
- All documents (doc, docx, pdf, pptx) to be set with Header and Styles.
- All video must be Closed Captioned.
- All audio must have a transcript.
- All images need ALT (alternative text) tags.

Captioning services are available through the DECT project with sufficient lead time. Contact Anne-Marie Kuhlemann to request captioning for videos:

Kuhlemann@siskiyous.edu

(530) 938-5881

Section 508 addresses the purchasing and creating of accessible course materials and media and applies to an online environment. Meeting Section 508 guidelines is a campus wide responsibility. Instructors should be familiar with Section 508 requirements and use resources inside and outside of the College to avoid violations. Some common problems are missing ALT tags for pictures, using text color to indicate differentiation, and linking to outside sites that are not Section 508 compliant. Affirm that links to videos and “outside” media provide closed captioning.

Contact Wayne Keller, Director of IT, for more information regarding Section 508 and Accessibility of any third party content used in your course.

Contact canvas.admin@siskiyous.edu to learn more about creating accessible course materials in your Distance Learning course.

[Introduction to Distance Education Accessibility](#) is published by The High Tech Training Center to assist instructors with the creation of accessible online courses.

[The Online Education Initiative](#) also has information and resources to assist with online course accessibility.

Copyright Guidelines

College of the Siskiyous AP 3750 outlines our institutional copyright policy and procedure for both on-campus and online courses:

Reference: The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112

The Teach Act provides instructors greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

- The online instruction is mediated by an instructor.
- The transmission of the material is limited to receipt by students enrolled in the course. Technical safeguards are used to prevent retention of the transmission for longer than the class session.
- The performance is either of a non-dramatic work or a “reasonable and limited portion” of any other work that is comparable to that displayed in a live classroom session.
- The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.
- The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.
- The district notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

The COS Library also maintains a collection of copyright resources for faculty. Instructors can access these resources via the [Service to Faculty](#) site.

Digital Millennium Copyright Act

New exemptions to the anti-circumvention provisions of the Digital Millennium Copyright Act (DMCA) that will now allow professors and students to decrypt and excerpt copyrighted video content for lectures and class projects. The rule changes were recently issued by the U.S. Copyright Office, which issues new rules every three years or so since Congress incorporated anti-circumvention rules into the DMCA when it was passed in 2000. The new exemptions will allow professors in all fields and “film and media studies students” to hack encrypted DVD content and clip ‘short portions’ into documentary films and “non-commercial videos.”

The agency has not defined short portions. This means that any professor, in any field, can legally extract movie clips and incorporate them into lectures, as long as they are willing to decrypt them. Programs known as ‘DVD rippers’ are available to handle decryption. Additionally, professors are now permitted to use ripped content in non-

classroom settings that are similarly protected under “fair use,” such as presentations at academic conferences.

These new exemptions provide an opportunity for professors to compile clips from disparate sources onto one contiguous media file. Ripping portions of disparate sources into one compilation often results in an uncaptioned compilation that will need to be made accessible. There is still an instructional need to continue providing accessible media for persons with disabilities requiring access in Online/Hybrid courses.

Faculty Support and Resources

[Online Faculty Help](#) is your starting point for staying informed with online teaching at College of the Siskiyous.

[Canvas Instructor Guide](#) provides extensive and extremely helpful how-to pages for instructors. The user guide includes screen grabs and step-by-step instructions for almost every aspect of the CMS.

The [Online Education Initiative](#) represents a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California.

[OEI Course Design Rubric](#) was developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It serves as an excellent roadmap for instructors designing new online courses, or seeking to update or improve existing courses.

[Online Course Design Guide](#) is an excellent resource from the Online Education Initiative (OEI) with information and examples to help you design your course.

[@One](#) programs provide training and online resources for free - or at a very low cost - thanks to funding from the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP).

[Bloom's Digital Taxonomy](#)

Student Support Services and Resources

All instructors should familiarize themselves with the following resources, in order to provide referrals or information to their students in a timely manner. Instructors should also include links to these Student Support Resources and Services in their Welcome Email and/or Course Orientation Unit.

Academic Success Center (ASC)

[The Academic Success Center](#) provides free learning support services and individualized instruction in math, writing, computer skills, and more. The center enhances student learning through boosting study skills as well as confidence, motivation, and independence. To access these services, students must register for EDUC 0670 Critical Skills Lab, which is a free, 0-credit, ungraded class.

Online Learning Web page

[The Online Learning Web page](#) gives an overview of distance learning at COS. The page includes links to the latest course schedules, as well as upcoming trainings and workshops.

Online Tutoring

Online paper review, as well as online subject tutoring is also available through [NetTutor](#). Net Tutor is installed globally for all COS courses that utilize a Canvas Shell.

For more information on customizing NetTutor services within your online course, contact Tutoring Services at (530) 938-5514 or tutoring@siskiyous.edu.
<http://www.siskiyous.edu/tutoring/nettutor.htm>

Video tutoring is also available for videoconferencing students at all of the high schools in the area we connect with. To find out more, contact Tutoring Services at (530) 938-5514 or tutoring@siskiyous.edu.

Library

The Library offers much of its collection online, making them available 24/7 from any location. Online collections include ebooks, article databases, and streaming videos. Students and faculty can also go online to request a library card, create a password, search the library catalog, access our online collections, and ask for research assistance. More detailed information about library collections, services, and instructional support can be found on the Library's Services to Students page, Services to Faculty page, Research Help page, and FAQs

Counseling and Student Services

Located in Eddy Hall on the Weed Campus, [Counseling and Student Support](#) Programs provides students with the help they may need to clarify and successfully complete their academic and career goals. Contact them at (530) 938-5353 or via email at counselingservices@siskiyous.edu.

Students at the Yreka campus can check in the main office for details or visit our [Yreka Services](#) page.

Disabled Students Services and Programs (DSPS)

The DSPS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experiences as their non-disabled peers.

Use the following Academic Accommodations statement in your syllabus:

The [Disabled Students Programs and Services \(DSPS\)](#) Department is the campus office responsible for determining and providing required academic accommodations for students with disabilities. Students have the right to request reasonable accommodations to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access to requirements, services, facilities or programs. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you will need to register with the Disabled Student Programs & Services (DSPS). If you qualify for services through DSPS, send via Canvas Inbox your official notification of your accommodation needs to me as soon as possible.

Disabled Student Programs & Services (DSPS) office is located in Eddy Hall (Weed Campus) or they can be reached by calling (530) 938-5297. Students who consult with or request assistance from DSPS regarding specific modifications, accommodations, adjustments, alternate text or use auxiliary aids will be required to meet timelines and procedural requirements established by the DSPS office.

APPENDIX A

Accrediting Commission for Community and Junior College Western Association of Schools and Colleges

Standards Specifically Related to Distance Learning

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

APPENDIX B: Online/Hybrid Course Review

This form is to be completed by any faculty member with experience teaching at least two online course sections within the last three years. A course review is required if the instructor wishes to use this criteria to meet the online pedagogy requirement. The review will include a conversation regarding how regular and substantive interaction between faculty and student, and among students, is maintained.

This form assumes that the instructor has met the Canvas certification requirement.

The Course Review process, including the Reviewer's observation and submission of the form to the appropriate Dean should be completed no later than the semester before offering the course. Online Course Review will be conducted by the DL Faculty Coordinator, or a member of the DL Committee with Online Course Review expertise, if the DL Faculty Coordinator is unavailable.

Faculty Member:

Course Number:

Course Title:

To be offered: ____ Fall ____ Intercession ____ Spring ____ Summer

Modality: ____ Online ____ Hybrid

Reviewer:

Date of Review:

Instructions to the Faculty Member: The course should be fully developed, including a digital version of the syllabus, a complete course calendar, and any online lectures, quizzes, or other assignments. It should give the Course Reviewer a clear sense of how the content will appear and be delivered. The items in the review checklist are adapted from the OEI Course Design Rubric, and will provide the basis for conversation and feedback.

Instructions to Course Reviewer: After reviewing the faculty member's course and completing the checklist, review it with the Faculty Member and allow the faculty member to provide written comments. Forward to DL Faculty Coordinator.

Instructions to the DL Faculty Coordinator: When the course passes review, the DL Faculty Coordinator will sign this form and forward to the appropriate Dean.

- ★ indicates an expected and standard course component
- ★★ indicates a “Best Practice” and adds value to a course
- ★★★ indicates an exemplary course component and elevates learning

External Settings	
	Course section has a development shell within the Learning Management System (LMS) ★

Course Information (check all that have been completed)	
	Course homepage gives basic instructions for student’s initial access to the course ★
	Course is easily navigable ★
	Instructor’s syllabus is easy to locate/identify ★
	Syllabus lists course SLOs and/or clearly identifies learning outcomes, and defines key concepts ★
	Syllabus provides links/information for the required materials for the course ★
	Syllabus explains course organization, defined expectations of student activities/participation, and gives students clear expectations about instructor response time ★
	Syllabus establishes behavior criteria and defines course policies ★
	Canvas Syllabus area contains accessible, printable version of the syllabus ★
	Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled ★
	Instructor’s contact preferences, email, phone number are defined and easy to locate; Canvas profile is current ★
	The instructor’s role for supporting course technology is explained to students, and links to technology support are provided ★
Course Content (check all that have been completed)	
	Course has interactive components (discussions, conferences for example) and participation expectations are clearly stated ★
	Content is presented in visibly distinct learning units or modules ★
	Modules and items within modules are thoughtful and consistently named ★★
	Page content is chunked in manageable segments using headings that facilitate online reading ★
	Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.) ★
	Personalized learning is evident; opportunities for remediation or advanced learning ★★★
	Instructions clearly explain to students how to successfully complete the assessments ★
	Sample assignments are provided to illustrate instructor expectations ★★
	Rubrics used to evaluate assignments and/or discussions ★
	Assessments are designed to mimic authentic environments ★★★
	Assessments appear to align with the objectives and/or outcomes ★★

	The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments ★
	There are opportunities for students to give anonymous feedback both during course delivery and after course completion ★★★

Accessibility	
	Provides link to campus DSPS ★
	Instructor uses the rich content editor in Canvas to format pages using appropriate headings and numerical or bulleted lists when necessary ★
	Images include alternate text or are accompanied by descriptive text ★
	There is sufficient color contrast between foreground and background to meet Section 508 standards; color is not used in isolation to convey meaning (e.g. color and bold are used to indicate importance) ★
	Multimedia material includes captioning and audio materials (mp3, wav, etc.) are accompanied by a transcript ★
	Accommodation statement is present and easily located (e.g. on Home Page or Course syllabus) ★

Reviewer's Observations/Comments	

Faculty Member's Comments

Faculty Member's Signature: Date:
Reviewer's Signature: Date:
DL Faculty Coordinator's Signature: Date:

Form reviewed by DLC: 4/2017; 4/2018
Approved by DLC: 5/2017; Rev. 4/2018
Approved by Academic Senate: 5/18/18