



Faculty 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 that supports student success, provides the depth and breadth of a quality post-secondary degree education, responds to community needs, and promotes faculty innovation.

Core Values:

- **Quality:** COS provides high quality instruction and instructional services to learners enrolled in distance education classes.
- **Community:** COS promotes adoption of instructional best practices by faculty involved in teaching distance education classes.
- **Innovation:** COS fosters 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?

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

“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 Title V, § 55200. Definition and Application:

“Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology... In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973.”

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 Faculty and Admin Coordinators, will ensure that instructors utilizing any of these modes have successfully completed appropriate training as indicated prior to being assigned the course.

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 allow exams and assessments to be taken on campus, or at an approved proctoring center near the student's home.

- a. Faculty must successfully complete all 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. This course may use an online proctoring service, Proctorio, that requires the use of a webcam during exams and quizzes. There is no charge for the proctoring service, but students may be asked to provide their own webcam. Check the COS online course website at www.siskiyous.edu/online prior to the first day of the semester for specific course information.”**
 - c. *Curriculum Approval:* This mode requires separate review and approval from the Curriculum Committee. [§ 55206. Separate Course Approval. Title V requires the addendum to address how course outcomes will be achieved in a DE format, how regular effective communication will be achieved, and how the course will meet accessibility requirements.]
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 all 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. This course may use an online proctoring service, Proctorio, that requires the use of a webcam during exams and quizzes. There is no charge for the proctoring service, but students may be asked to provide their own webcam. Check the COS online course website at www.siskiyous.edu/online prior to the first day of the semester for specific course information.”**
 - c. *Curriculum Approval:* This mode requires separate approval from the Curriculum Committee. [§ 55206. Separate Course Approval. Title V requires the addendum to address how course outcomes will be achieved in a DE format, how regular effective communication will be achieved, and how the course will meet accessibility requirements.]
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, and appropriate training for hybrid course instructors if the course is hybrid.
 - 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. This course may use an online proctoring service, Proctorio, that requires the use of a webcam during exams and quizzes. There is no charge for the proctoring service, but students may be asked to provide their own webcam. Check the COS online course website at www.siskiyous.edu/online prior to the first day of the semester for specific course information.”**
 - d. *Curriculum Approval*: This mode requires approval from the Curriculum Committee, and hybrid VC courses fall under the same Title V guidelines as hybrid or online courses.

*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 an **LMS-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 Intersession/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 about using Canvas in your courses, please contact canvas.admin@siskiyous.edu

Faculty Expectations for the Online Environment

The Office of Instruction and the DL Faculty Coordinator are actively involved in supporting the institutional distance learning 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, including training in accessibility.

Meeting the Online Pedagogy 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, which includes accessibility training, 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 within the last 3 years*:

- Completion of @One training course – Introduction to Online Teaching and Learning
- Completion of @One training course—Introduction to Course Design
- Completion of @One course—Peer Online Course Review
- Successful completion of the Online Education Initiative Course Design Academy and alignment of a course to the OEI rubric.
- Completion of @One 12-16 week certificate course – Online Teaching and Design (formerly Online Education Standards and Practices)
- Degree or certificate in online learning from an accredited higher education institution.
- Certificate in online learning from a nationally-recognized organization (such as the Online Learning Consortium or Quality Matters).

***Note:**

If the certificates are over three years old, please provide a short paragraph describing any recent professional development and/or training in online pedagogy, course design, or accessibility.

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 syllabi within Canvas.
- Creating assignments and assessments within 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

Title V [§ 55204] specifies that regular effective contact must be among students in addition to between instructor and students. Regular effective contact requires early, continuing, and consistent communication from the instructor of record, and among students. This includes pre-course contact, such as a Welcome Letter, that includes instructions for accessing the course and directions on how to navigate the specific course, use the LMS tools, and access course materials.

The instructor is responsible for ensuring substantive regular and effective contact with students, and among students.

- 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 distinct learning units or modules that may include 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. See also Third Party Content guidelines in this handbook.
- 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. Provide your contact information in your course syllabus and in your Welcome/Intro module with expected response times (within 24 hours is a best practice).
- 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 in the course syllabus 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 important additional ways 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 Chat, 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. Collaborative tools can include class Canvas pages, peer review, small group discussions, or group projects.

Before the First Online/Hybrid/VC 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 Division Dean will ensure you have the necessary competencies and/or certifications as indicated by the modality.

Next Steps

Once you have your COS email address, you can request a Canvas Account and Development Shells for the online or hybrid 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 online/hybrid courses:

ENGL 1001

ENGL 1502

ENGL 0900

Thanks!

Videoconference Training

COS uses Zoom as its VC platform. If you are scheduled to teach a videoconferenced course, you will be contacted by Distance Learning support staff 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) 938-5520

Canvas 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 Admin Coordinator/Videoconferencing/Web Support (DEV and course shell creation and management, Canvas certification)

Maria Fernandez, DL Faculty Coordinator/DL Committee Chair (Canvas instructional support, course design and development, OEI Project Lead, POCR Lead)

Barbara Douglass, Applications Manager

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.

In general, Distance education course proposals are evaluated for appropriateness by the Distance Learning Faculty Coordinator and Curriculum Committee and only those courses demonstrating suitable content and sufficient rigor should be approved.

Separate Course Approval

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 and updated 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 must address how course outcomes will be achieved in a DE format, how regular effective communication will be achieved, and how the course will meet accessibility requirements.

[Review the COS Curriculum Handbook](#)

Online Course Design Essentials

The Course Syllabus

The course syllabus is an important document for you and your students.

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 Online Readiness found in the navigation bar of each course shell) or appropriate student support services including DSPS.
- Instructor availability information and communication guidelines, including expected response times.
- 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.

[View a Sample Welcome Letter](#)

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 (LTIs) must first be approved through the IT Software Procurement Process to assure that the materials meet Section 508 standards for accessibility.

- a) Contact the COS Director of IT for more information regarding the IT software and LTI 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. Meeting Section 508 requirements is a campus-wide responsibility. Additionally, instructors are responsible for ensuring that all course content meets accessibility guidelines and is accessible to “industry standard” assistive computer technology commonly used by students with disabilities.
- 5. 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 added to the Course Navigation bar, as long as students are not asked to take graded assessments at this site or are not asked to create a separate student account. 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.

Institutional Policy: Academic Integrity

Academic Integrity is defined in [AP 5500](#):

Item 14: Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty. For purposes of this provision, the term “cheating” includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- The acquisition, without permission, of tests or other academic material belonging to the College.
- The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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 installed into all COS Canvas courses**, so please do not attempt to add them to your course.

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

Canvas Tools and Regular Effective Contact

Canvas Admin has pre-installed tools to help instructors promote regular and effective contact in their courses.

Instructor-Student Contact: ConferNow

To promote regular and effective contact between instructor and student, COS utilizes the following synchronous communication tool: ConferNow (Zoom). This communication platform is an ideal way to offer your online office hours or provide live lecture or Q&A sessions and is already integrated into our Canvas environment. This tool can be enabled via the course settings/navigation tab.

Student-Student Contact: Chat

To promote regular effective contact among students, COS has integrated a synchronous Chat tool. This communication platform allows students to interact with each other anytime other students are also online, and creates opportunities for off-the-cuff interactions where students are sharing/interacting in a more social, impromptu manner.

If you need assistance enabling these tools, or would like to learn more about using 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. Use the module “requirements” area to select “complete all assignments”. If you need assistance setting up modules, contact canvas.admin@siskiyous.edu
- 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 a message via Canvas Inbox or via the grade book 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. Please read the procedure that follows, if you have students who need to finish an incomplete in your online or hybrid course, 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 and CRN
2. Student Name(s) and siskiyous email address(es)
3. Course end date (when you want the shell to close).

Step 2: Canvas Admin will create your course shell and do the following:

1. Naming convention: Course Completion_Course Name CRN_Instructor Last Name
2. Add you as the instructor.
3. Add the appropriate students to the course.
4. Set end date 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 the 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 should be designed to provide “built-in” accommodation, known as Universal Design. This means ALL instructional materials, third party websites, and resources must be accessible to “industry standard” assistive computer technology commonly used by students with disabilities.

The Canvas LMS is fully accessible and includes a built-in accessibility checker. Instructors are also encouraged to use other accessibility checkers, such as the WAVE tool (link located in Faculty Support and Resources section).

Minimum requirements in your Canvas course 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 and tables need ALT (alternative text) tags.

Captioning services are available through the DECT project or 3C Media with sufficient lead time. Contact Anne-Marie Kuhlemann for more information:

Kuhlemann@siskiyous.edu

(530) 938-5520

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 accessibility resources inside and outside of the College to avoid violations. Some common problems are missing ALT tags for pictures and tables, using text color only to indicate differentiation or emphasis, and linking to outside sites that are not Section 508 compliant. Instructors should affirm that links to videos and “outside” media provide closed captioning and/or are accessible.

- Contact the COS Director of IT, for more information regarding Section 508 and Accessibility of any third party content used in your course.
- Contact the Distance Learning Faculty Coordinator to learn more about creating accessible course materials in your Distance Learning course.

Use the following **Academic Accommodations** statement in your syllabus:

College of the Siskiyous is committed to providing all students with equal access to learning opportunities. The Disabled Student Programs & Services (DSPS) is the official campus office that works to arrange reasonable accommodations for students with an identified physical, psychological or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.). Students are encouraged to contact the DSPS office on the Weed Campus by calling 530-938-5297, emailing dsps@siskiyous.edu, or coming into Eddy Hall, Room 1 to begin the application process. If you do not wish to register with DSPS, please contact the ADA

Coordinator, Melissa Green- Vice President of Student Services, 530-938-5374, to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged. Please know that accommodations are not retroactive, so please make contact as soon as possible if you need these services.

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. You will also be added to the COS Instructor Resources course shell, which has lots of great stuff for you!

[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](#) is a short video that highlights the expanded skills that students in the digital age will need to demonstrate.

[WAVE Firefox and Chrome extensions](#) are available for testing accessibility directly within your web browser or Canvas pages.

[Course Design Academy: Resources for Instructors](#) contains extensive collections of resources, sample courses, and design ideas.

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. A best practice is to create a Canvas page that presents this information in

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.

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.

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APPENDIX A: ACCJC Distance Learning Standards

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 Checklist

Use this checklist to help you think about course design that fosters student success.

- ★ 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) ★