

MC Distance Education Handbook

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Introduction

This handbook is a supplemental guide to the Mission College Faculty Handbook. This manual is organized as an online document to provide information in a navigable format that can easily allow for supplementation and revision as policies and procedures develop and change. The Distance Learning Coordinator along with the Distance learning/ education committee will be responsible for maintaining this handbook. The handbook should be modified each year if there are any changes to procedures at the college. Any policy changes will be approved by the DE committee and brought to the Academic Senate for final approval. The goals of this handbook are to:

1. Define Distance Education.
2. Define the charge of the Distance Learning/Education committee.
3. Convey mandatory policies and procedures that relate to distance education courses.
4. Provide technical and pedagogical support and resources for distance education courses and online course materials.

Purpose of Distance Education

Distance education courses support Mission College’s vision to increase learning outcomes and expand the College’s instructional outreach to the community. By offering courses which utilize the latest technology in electronic delivery methods, students have access to a greater array of opportunities for learning through individualized, learner-centered instruction and more options for accessibility of course content.

The DL(DE) committee is a sub-committee of the Academic Senate

As a designee of the Academic Senate, the Distance Learning Committee will:

1. Recommend policies and guidelines for distance learning courses and courses with online components.
2. Coordinate with the Curriculum Review Committee on distance learning and hybrid course development for rigor and compliance with applicable Title 5 regulations;
3. Recommend training and support for faculty teaching distance learning and courses with online components.
4. Provide training and support for evaluating distance learning courses
5. Encourage and promote innovation and best practices for emerging technologies.
6. Originate budget requests related to distance learning

Defining Distance Education

Title 5 § 55200. Definition and Application.

Section 55200 of article 1 of subchapter 3 of chapter 6 of the title of the California Code of Regulations:

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

Mission College Distance Education Definitions:

Distance Education is an approach to learning where instruction takes place outside the traditional classroom setting. Instead of teaching face-to-face, instructors use electronic or a blend of face-to-face and electronic delivery methods to develop and furnish content for instruction and interaction with students. At Mission College there are two modes of distance education instruction: **Online and Hybrid**.

An **online** course is defined as any distance education course that is delivered fully online. All regular and substantive contact will be delivered via Canvas which is the learning management system adopted by Mission College. An online course will be designated as **Online** in the published campus materials.

Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is defined as a hybrid course. A hybrid course includes both face to face and online instructional time. Any portion of the course replacing face to face time will deliver regular and substantive contact via Canvas which is the learning management system adopted by Mission College. A hybrid course will be designated as **Hybrid** in published campus materials.

Instructors teaching course in person courses are encouraged to use the college course management system, this is not considered distance education since it does not replace classroom time. All course materials delivered online should comply with the standards for ADA and FERPA compliance.

Principles of Online Learning

Effective online teaching combines awareness of course design with strategies for supporting learners. The more than two million students who attend California's community colleges are not only racially, physically, and cognitively diverse, but also face social and emotional barriers which may impact their success. Part of the California Community College mission is to serve all of these students. The following five principles articulate teaching strategies and behaviors which work hand-in-hand with the course design elements outlined in the Online Education Initiative (OEI) Course Design Rubric to support student success.

The principles were developed from the original @ONE Standards for Quality Online Teaching and best practices supported through current research and the input of thought leaders from the CCCs. The principles focus on the interconnections between student success and teaching. Underpinning the principles is a focus on continuous professional development to support growth, adapt to technological innovation, and develop teaching strategies that support California community college students.

1. Effective online teachers are present within their course.

Community college students are more likely to come from underserved populations and are inclined to feelings of self-doubt in academic settings. When learning online, our students need to know they have an instructor who cares and is there to support them, and that they are part of a vibrant learning community. Effective online teachers mindfully cultivate their presence at the course level and one on-one with students. These interactions foster a relationship based on trust, which is the foundation of a learning community. This principle underscores:

- Evaluating and incorporating digital tools to support the development of a learning community;
- Providing a supportive environment for all learners;
- Incorporating tools and activities to support student-to-student interaction and presence;
- Using multiple tools to support instructor-to-student interaction.

2. Effective online teachers apply equitable methods to promote student access and success while acknowledging institutional obstacles.

Students find purpose in their learning process when they can connect with the instructor, and when learning objectives and the course content connect with their personal experiences. Applying equitable methods promotes student access and success while acknowledging institutional obstacles. This principle addresses learning barriers in the online learning environment and introduces effective practices to improve equitable outcomes across disciplines, moving us toward equity-minded online classrooms that are welcoming, supportive, and student-centered. This principle enables:

- Developing culturally aware course content and assessments, and inclusive pedagogies;
- Supporting students as they navigate institutional expectations while enhancing their digital literacy;
- Improving students' sense of belonging and increasing engagement;
- Building capacity for creating equity-minded institutions;
- Aligning online teaching and learning to college success plans

3. Effective online teachers respond to student needs and use data for continuous course improvement.

Effective teaching is inherently dynamic. Each time we teach a course, present a lecture, or engage our students in a learning activity, we teach when we respond to student questions and feedback "in the moment." Effective teachers use experience to modify a lesson from semester to semester. Great online courses are not simply copied from semester to semester without significant changes, or allowed to run on autopilot, but rather are taught dynamically and improved with each iteration. This principle supports:

- Applying student self-assessment to guide learning opportunities;
- Using formative and summative assessment and course analytics to monitor student interaction and learning and responding appropriately;
- Leveraging communication tools to support student success;
- Developing plans for improving courses each time they are taught.

4. Effective online teachers teach and model ethical online interaction, while helping students develop digital literacy that will poise them for success.

In the connected era, students will be most successful after college if they have a digital presence that promotes their unique abilities and strengths. Online instructors are poised to play a powerful role in the development of our students' digital footprint. Students aspire to be like their instructors who actively model safe and

professional use of digital tools and resources. Effective online teachers understand that engaging students in the web is an important part of becoming digitally literate and, as such, learning is not tied to a textbook. This principle emphasizes:

- Developing one’s own professional digital presence;
- Using and remixing digital Open Educational Resources (OER) to facilitate active learning;
- Establishing a learning culture that promotes curiosity and critical examination of online resources while fostering digital literacy and media fluency;
- Providing opportunities for students to create content that can be shared outside of a learning management system;
- Fostering a learning environment that encourages students to connect with and learn from a global audience.

5. Effective online teachers recognize ongoing professional development is a central component of their success.

Because technology is dynamic, our understanding of the most effective and responsive means to connect with students must be as dynamic. Ongoing professional development, then, is a central component to effective online teaching. Within the CCC ecosystem, some ways faculty can meet this principle are by:

- Participating in the CCC community of practice, including, but not limited to, CCC sponsored webinars, blogs, newsletters, and social media;
- Attending conferences focused on online teaching, including the Online Teaching Conference and other in person events;
- Engaging in ongoing professional development for online instructors;
- Sharing in discipline-specific conversations about online teaching.

WASC Accreditation Concerns

The following is a list of accreditation concerns that most directly affect course design and implementation:

- Distance education course standards should be the same as in face-to-face classrooms and the mode of course delivery should be appropriate for the course content.
- Distance education should be compared with corresponding traditional courses and programs in order to meet institutional learning outcomes and quality standards.
- Faculty should have:
 - Appropriate training.
 - Means for ongoing professional development.
 - Sufficient resources for technical and pedagogical support.
 - The same evaluation system as in the face-to-face classroom.
- Students should have:
 - Appropriate technical and pedagogical training in the course delivery method.
 - Expectations that distance education courses will provide the same level of instruction as face-to-face courses.
 - A clear idea about the technical skills needed for the course
 - The same level of interaction with and access to the instructor as in face-to-face courses.
 - **THE SAME ACCESS TO SUPPORT SERVICES AS ON-CAMPUS STUDENTS.**

Mission is continually developing and enhancing its policies for distance education courses. Please refer to this section of the handbook periodically for the most current information about how local policies and recommended best practices may affect online courses.

The following sections provide a summary of Mission policies as well as suggestions about how to implement them in individual online and hybrid courses.

Curriculum

Title 5 § 55202 Course Quality Standards

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

Title 5 § 55206. Separate Course Approval

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- Regular and substantive interaction between instruction and students and among students as defined in title 5, § 55204(a), and
- Requirements imposed by the Americans with Disabilities Act (42 U. S. C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U. S. C. § 749d)
- The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Mission College Curriculum Process

All distance education courses must have an approved distance education addendum before they are offered. The course will go through a full revision when the DE addendum is created or revised.

Considerations for curriculum development should be discussed with the curriculum committee (CRC) member assigned to distance education. The role the distance education representative on CRC is to advise and guide faculty during the course development process to guide the course design process, make certain that each course meets all MC policies for DE courses, and follows the principles of online learning as well as components of the OEI rubric. The decision to create and teach a fully online or hybrid course depends on several different factors including the availability of resources, the learning outcomes for the course and/or program, as well as course quality standards for distance education. Resources for course design and development can be found in the MC online learners group on Canvas.

The process to develop a new online or hybrid course for instructors new to teaching online takes about a year. The actual development and design of the course is approximately 300 hours. The time frame for creating a course depends on the amount of time it takes for instructors to train and whether or not the course will need revisions during the CRC approval process. A new distance education course will be taught after the course has been approved by the CRC and placed in the college catalog. For more information regarding timelines and the curriculum process. Please review the curriculum handbook.

(See appendix for DE addendum)

MC Policy for Scheduling a Distance Education Course

All online and hybrid courses must be approved by the curriculum committee and included in the college catalog before they can be placed in the schedule of classes. Hybrid courses must include the meeting dates, times, and location for any required meetings in the schedule of classes.

The office of instruction will ensure that courses added to the catalog and schedule have been approved. In addition, they will provide those scheduling courses with information about scheduling notes.

(See appendix for scheduling notes)

Course Materials & Instructional Technology

Title 5 § 59400. Required Instructional Materials.

(a) The governing board of a district may, consistent with the provisions of this subchapter, require students to provide instructional materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district.

(b) Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.

(c) Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

(d) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional materials required for a credit or noncredit course.

Title 5 § 59402. Definitions

For the purposes of this subchapter the following definitions apply:

(a) "Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

(b) "Solely or exclusively available from the district" means that the instructional material is not available except through the district, or that the district requires that the instructional material be purchased or procured from it.

A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost and:

(1) the instructional material is otherwise generally available, but is provided solely or exclusively by the district for health and safety reasons; or

(2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

(c) "Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during the class.

Course Materials

The course materials for an in-person course and distance education course should be equivalent. The faculty handbook includes a section regarding selection of course materials. All course materials (electronic or physical) must be clearly stated on the course syllabus. If students must pay an access fee for online materials, they must meet the guidelines provided by Title 5 (59400).

Title 5 regulation (59402) specific that students in distance education courses must be able to use electronic materials in the same way as they would in-person textbook materials. This means that students should be able to download, save or print materials not only during the course but after it as well. Any publisher materials that do not allow students to save materials is in violation of Title 5 regulations.

In addition to the material in Canvas, instructors also need to ensure that online third-party resources (websites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content. Some publisher ready materials may not include alt tags or other accessibility options and may not be FERPA compliant. Before considering materials for a course it is important to find out if instructors can alter the course content to make it accessible and assure FERPA compliance.

Per title 5 regulations all required course components, regardless of where they reside (within the course management system or elsewhere) will be compliant with the Americans Disability Act ADA and Section 508 of the Rehabilitation Act of 1973 per Title 5 regulations. Course materials must also meet the standards for the Family and Educational Rights Protection Act (FERPA).

Accessibility (504 & 508 Compliance)

Sections 504 & 508 of the Federal Electronic and Information Technology Accessibility and Compliance Act guarantee equal access to programs and services for everyone in institutions receiving Federal funding.

California also has its own set of requirements for accessibility. What this means is that prior to course approval and implementation, all courses must be designed keeping those students who have special needs and require assistive technology in mind.

Understanding Accessibility

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means instructors should think about using the principle of Universal Design

that is, creating course materials that accommodate the needs, learning styles and strategies of as many students as possible regardless of their ability.

Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students may require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modifications for images or captioning for the hearing-impaired. Creating courses keeping Universal Design principles in mind will also benefit students with a range of learning styles and preferences as well.

Differences between 504 & 508 Compliance

Section 504 specifies that institutions receiving federal funding must accommodate individuals with special needs so that they can have equal access to learning facilities and materials. 504 compliance begins with the individual approaching the institution and requesting specific assistance.

Section 508 specifies that institutions have the responsibility to provide resources that are accessible to everyone. Electronic resources need to follow principles of universal design, meaning that the creation of websites, online materials, and online courses must be developed with the objective of meeting the needs of everyone.

The following are guidelines for when to caption video and audio materials: (Provided by the *High Tech Center Training Unit*)

CAPTION

- Material that will be used in additional courses that has both video and audio.
- Any compilation of video clips that is archived.
- Archived video material that is used.
- Video created by the campus and placed on a public website.

DON'T CAPTION (transcript/captioning only required as an accommodation)

- Video and audio material that is used for one term in a class with restricted access (such as a password-protected class).
- Links to YouTube videos (permission may be needed to caption since these materials are not public domain).
- Short video clips from longer works (captioning only needed when clips are compiled).
- Video material that already has subtitles.
- Student work or raw footage that will not be archived.

USE TRANSCRIPT

- Any material that is audio only and is archived.

Captioning Assistance

Funding may be available through the Distance Education Captioning and Transcription (DECT) Grant.

For more information about how to make courses accessible, go to the MC online learners' group in Canvas. Faculty can also use the DSPS office as a resource.

FERPA

The [Family Educational Rights and Privacy Act \(FERPA\)](#) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Third party websites that require or store any information that may compromise student privacy (grades, student ID numbers, etc.) are **not** FERPA compliant. Ensuring compliance with the Family Educational Rights and Privacy Act (FERPA) can be complicated if proprietary resources are employed that engage students outside of the course management system and create education records that are maintained by an entity that does not have a contractual relationship with the college. To conceal student identities, aliases may be used. Before entering into an agreement with a third-party vendor (such as a publisher), contact the Instructional Technology Department to assure FERPA compliance.

Since many websites may require written input of some sort (email registration, comments, etc.) it is important to understand how different activities on the internet may affect FERPA Compliance.

FERPA Compliant	Only FERPA compliant if just directory information required*	Most likely not FERPA compliant*
<ul style="list-style-type: none"> • Internet research, information retrieval • Surveys, tests, quizzes, problem sets that do not require login information • Publisher websites that do not require login information 	<ul style="list-style-type: none"> • Internet research, information retrieval that requires login information. • Voluntary surveys, tests, quizzes, problem sets that require login information • Publisher websites that do not store grades but require login information 	<ul style="list-style-type: none"> • Social media sites • Blog or wiki creation outside the LMS • Mandatory surveys, tests, quizzes, problem sets that require login information • Publisher websites that store grades

Table based on Auburn University

*FERPA defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, "directory information" includes information such as name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance.

Instructional Technology

Canvas is the learning management system adopted by Mission College. As stated in the MC policy for regular and substantive interaction, "Regular and substantive interaction must be conducted via the District's learning management system (e.g. Canvas)." Canvas has many tools like discussions, collaborations, chat, and other functions. A variety of these tools should be used to provide quality online instruction. Canvas has the ability to integrate outside teaching tools and resource. In line with the Regular and substantive policy, all instructional tools used to provide instructor contact should be accessed via Canvas.

Instructional technology is always developing, and (particularly with the Millennial Generation), it is important when teaching online to recognize the positive effect incorporating a range of tools can have on student learning outcomes, motivation and retention (Hai-Jew).

New generations of online learners have learned to expect regular rollouts of newer, better, and faster levels of technological expertise. What is innovative and new in a curriculum today becomes simply the baseline expectation of new generations of learners. Everyday exposure to sophisticated production values in multimedia applications creates expectations among students that online courses will have similar production values; anything less can draw negative responses about the course as a whole.

These relatively new technologies enable students to represent ideas in different formats, which enhances their deep learning along both visual/spatial and auditory/verbal information channels. Material that originated in digital form can be readily deployed in online immersive sites or on different platforms.

(Add reference to appendix)

Canvas Training

Canvas provides extensive training tools on their [Canvas guides page](#) and on [Canvas Basics](#) page. In addition, free courses are provided through [@ one online network of educators](#). Instructors should contact the Distance Education coordinator and/or Canvas technical support person in the office of instruction for assistance. In addition, resources can be located within the MC online learner's group within Canvas.

Copyright

All instructional materials must follow the copyright laws. Please refer to the faculty handbook for the MC policy on copyright materials.

Instructor assignment and faculty preparation

Title 5 § 55208. Faculty Selection and Workload

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach the in specific distance education delivery method in alignment with local district policies and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Mission College Policy for Faculty Assignment

The Mission College DE committee recommends all faculty teaching online or hybrid courses pursue continuing education specific to online pedagogy and technology advancement. MC faculty teaching online and hybrid courses are responsible for regularly reviewing this handbook and adhering to the MC policies for distance education. Faculty must use the course outline of record and DE addendum as a guide to deliver course content.

Faculty teaching in distance education mode should become part of the MC online learners' group in Canvas to obtain current training materials, updates on policies, and collaborate with other instructors regarding emerging technologies, online learning pedagogies, and ways to improve teaching and learning. Email the chair of the DE committee to become part of this group.

All new online and hybrid faculty must have previous online experience or training prior to teaching distance education courses. Faculty who are new to distance education and would like to teach using online technology will need to take one of the following courses before being cleared to teach at MC. These fully online classes are offered through @One:

1. Introduction to Online Teaching and Learning
2. Introduction to Course Design
3. Standards for Online Teaching and Learning

Faculty should be able to use the learning management system(Canvas), before taking the online courses.

Before faculty can teach an online or hybrid course for the first time, it must be formally reviewed and approved by the Vice President of Instruction to ensure the course meets all College requirements in addition to accreditation guidelines and State and Federal laws.

Prior to signing of contract for an assignment to teach an online class(es), the Department Chair must verify that the faculty receiving the assignment has: previously taught an online class within the WVMCC District OR has completed the process outlined in the Faculty Request for Approval to Teach Online/Hybrid.

1. As the department chair is the primary person responsible for the assignment of classes, the department chair will coordinate completion of the "Faculty Request for Approval to Teach Online/Hybrid" form with the faculty member.
2. The department chair will then submit the form to the Faculty Distance Education liaison.

3. The Faculty Distance Education liaison or designee will review the request. If the course(s) do not meet the minimum requirements, or proficiency is not demonstrated, a written explanation will be provided to the instructor and department chair.
4. Once approved by the Faculty Distance Education liaison, the form is then forwarded to the Vice President of Instruction for final approval.
5. Upon approval, the form will be sent to the Department chair and Division office for filing. The faculty approval to teach forms will be kept by the office of instruction.

(Add Faculty approval to teach online form to the appendix)

Recommendations for Faculty Evaluation

Faculty evaluation is a critical process for ensuring quality of instruction. Evaluations allow faculty to identify areas that need improvement, meet course goals, determine the most appropriate and effective instructional strategies and guarantee the satisfaction of the online student population. For distance education courses, evaluations follow a similar procedure for face-to-face classes as detailed in the Faculty Contract with a few modifications to reflect the nature of the distance education teaching environment.

The appraisal team for faculty teaching in a distance education course should include a member who is familiar with the State, Federal, and MC policies for online learning. This appraisal team member should will have access to and will review instruction and faculty-student interaction through the course content management system, which shall include at least one three-week time period identified by the appraisee. It is recommended that the appraiser confer with the appraisee about suitable observation windows at the pre-appraisal meeting.

Department Chairs should identify the appraisal team members who will get access to the course(s) and provide a spreadsheet of these individuals to the Office of Instruction by week 4 of the semester. Appraisal team members will be given course access from weeks (5-8) of the semester unless the appraisee requests otherwise, or the start dates do not fall within the suggested time frame.

Instructional Policies

Title 5 § 55204. Instructor Contact

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

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

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

MC Policy for Regular and Substantive Contact

All distance education courses must demonstrate regular and substantive contact. Instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status. The instructor (a) regularly initiates interaction with students to determine that they are accessing and comprehending course materials, (b) is available at least the same number of instructor contact hours per week that would be available for face-to-face students, and (c) establishes and publishes, in the course syllabus or other course documents, an expectation for frequency and timeliness of instructor-initiated contact and instructor feedback. Regular and substantive interaction must be conducted via the District's learning management system (e.g. Canvas).

Instructor-initiated regular substantive interaction must be incorporated into the course design and delivery. The DE addendum approved by the curriculum committee should be used as a guideline for regular and substantive contact.

Interaction should be accomplished through each of these methods: Instructor to student interaction, student to student interaction, and student to content interaction. Below are some examples of each type of interaction:

Instructor to student interaction

- Course announcements
- Messaging via the LMS
- Personalized feedback
- Discussion boards
- Chat/IM
- Videoconferencing
- Phone/voicemail

Student to student interaction

- Discussion boards
- Messaging via the LMS
- Chat/IM
- Videoconferencing
- Collaborative work: group assignments, wikis, blogs

Student to content interaction

- Modules on Canvas
- Lectures (streaming/recorded)
- Podcasts/webinars/screencasts
- Assessments: Assignments, Quizzes, Exams

Office Hours

Faculty teaching distance education courses may elect to fulfill their office hour requirement for the distance education course in an alternative distance mode. The day, time, and mode must be listed on the course syllabus and facilitated via WVMCCD approved learning management system.

Alternative distance mode may include zoom meetings, chat, conferencing tools, Skype, telephone and must be synchronous.

Attendance & Participation/Drop Policy

All distance education courses must follow the **Mission College Class Attendance and Participation policy**:

Students are expected to attend all sessions of each class and participate in class activities and the requirements for the course. Instructors may drop students from class if they fail to attend the first-class meeting or when the instructor determines that the student is no longer reasonably participating in the activities and requirements of the course. Definition of non-participation shall include but not be limited to excessive absences defined by when accumulated hours of

absence exceed ten percent of the total number of hours the class meets during the semester.

Attendance & Participation in Distance Learning Courses

Participation in a distance learning course refers to the completion of course work. Logging into the course is not considered participation. Faculty should assign course work weekly to monitor participation. Participation will be used to verify enrollment at the start of the semester before census and throughout the course.

At the start of the semester, faculty must designate a **check-in assignment that is due prior to the census date**. The check-in assignment may be a discussion, a quiz, or another assignment. The check-in assignment and the due date must be clearly stated in the welcome letter and course syllabus. If students do not complete the check-in assignment by the defined date, they must be dropped from the class through the census roster process.

Faculty must monitor participation throughout the course. If a student fails to participate for two- consecutive weeks for a semester long course, the instructor should attempt to contact the student. If the student does not respond within a specified amount of time and/or resume participation, they must be dropped from the course.

Communication Policy

Faculty must include a communication policy on their syllabus. The purpose of the communication policy is to provide students with an expectation for frequency and timeliness of instructor-initiated contact and instructor feedback. The communication policy must include:

- Frequency and timeliness of instructor-initiated contact
 - When will modules be posted?
 - How long will it take to grade coursework?
- Frequency and timeliness of student-initiated contact
 - Various method to contact instructor
 - Include instructor office hour information
 - Turnaround time for answers for student-initiated contact (two business days maximum recommended)

Communication with students must originate from within the WVMCCD approved learning management system. Mission must be able to provide documentable evidence of regular and substantive contact and student participation in course work.

In Case of an Instructor Absence

Inform students immediately should an illness, family emergency or other unexpected event prevents continuing regular and substantive interaction as defined by their communication policy. Let students know when instructor-initiated regular interaction is expected to resume. Faculty who will be out for a prolonged period of time should contact their department chair and follow the college protocols for instructor absences.

Syllabus and Welcome Message

Faculty must send students a welcome message by the first day of instruction.

The welcome message should include:

- Introduction to the course and you – this is less formal than the syllabus
- How to access Canvas and course materials
- Technical requirements for the course
- Meeting dates if a hybrid course
- Information regarding the **check-in assignment**

Faculty must adhere to the MC faculty handbook regarding required items in a syllabus. In addition, these items be included:

- Course communication policy
- Course attendance and participation policy - Defines the **check-in assignment**
- Student Services information
- Course schedule

Examples of how to access course materials and technical requirements are provided below:

How to Access Course Materials

All course materials will be accessed via *Canvas*. *Canvas* is the course management system adopted by the WVMCCD for all classes. When you log into the system, you will see a listing of courses you are taking. Here is the log in page: <https://wvm.instructure.com/login/canvas>

If students will need access to additional materials outside of Canvas which require a separate log in and/or fee to access, that information must be listed on the welcome letter and syllabus. It should also be included on the DE addendum. Please make sure to read the section on course materials before adoption.

Technical Requirements:

This is an online (or hybrid) course. You will need a computer or regular access to a computer and reliable access to the internet. While the Canvas app for phones can be used for course communication and some basic tasks, you must have access to a computer or tablet for completing most coursework. Students have found it's best to use the desktop version of Canvas (rather than the phone app) for more complex tasks like submitting quizzes and assignments.

Note: All technical requirements for the course should be listed. Be sure to include the platform or software specific recommendations. If you will be using Proctorio to monitor exams, make sure to provide information on the requirements for Proctorio. Please list all the items you wish students to use.

Example for Proctorio: This course uses a tool called Proctorio. Proctorio is a remote proctoring service software that works within your web browser to confirm student identity and monitor students taking quizzes/exams. You will need a webcam with microphone (internal or USB), their student ID, the Google Chrome browser, the Proctorio extension (free of charge), and a quiet private location with a reliable internet connection. It is the student's responsibility to ensure these requirements are met.

Academic Honesty and Authentication

Mission's Academic Honesty Policy for Students

Academic Honesty Dishonesty includes but is not limited to in-class cheating, out-of-class cheating, plagiarism, knowingly assisting another student in cheating or plagiarism, or knowingly furnishing false information to college staff, faculty, administrators or other officials. Following are definitions of in-class cheating, out-of-class cheating, plagiarism, and furnishing false information. These are not all-inclusive and the list itself is not meant to limit definition of cheating to just those mentioned. a. In-class cheating: during an examination or on any work for which the student will receive a grade or points, unauthorized looking at or procuring information from any unauthorized sources, or any other student's work. b. Out-of-class cheating: unauthorized acquisition, reading or knowledge of test questions prior to the testing date and time; changing any portion of a returned graded test or report and resubmitting as original work to be regraded; or presenting the work of another as one's own for a grade or points. c. Plagiarism: unauthorized use of expression of ideas from either published or unpublished work(s) as a student's own work for a grade in a class. This also includes the violation of copyright laws, including copying of software packages. d. Furnishing false information: forgery, falsification, alteration or misuse of college documents, records, or identification in class or in laboratory situations.

Mission's Academic Honesty Policy for Distance Education Courses

Academic honesty and **student authentication** (verification of a student's identity) in distance education often go hand in hand. Because of the lack of face-to-face classroom time, it can be difficult for instructors to know if the student enrolled in the class is the actual person who is logging in and turning in their own work. Mission College requires that courses taught online use the WVMCCD approved learning management system as the primary means of authentication. In addition, it is suggested that instructors use multiple measures to assure student honesty and authentication. These methods will vary course by course and should be outlined in the DE addendum.

Here are some suggested methods to assure student honesty and authentication:

- Requiring students to upload their photo or an icon to Canvas
- The use of discussion boards to get to know students and their writing styles.
- Utilizing Proctorio software for assessments which are a significant portion of their grade.
- Utilizing Turn-it-in software for written assignments. It completes an originality checking process that compares student work against internet and database sources.

Turnitin

Mission College is committed to academic integrity. Turnitin is antiplagiarism software which integrates into your course via Canvas. It helps identify unoriginal content with and manage potential academic misconduct by highlighting similarities to the world's largest collection of internet, academic, and student paper content. There are cultural differences in how students view plagiarism. Thus, this software should be used to initiate conversations with students about your course standards.

Tutorials will be posted on the MC online learners group in Canvas. If you need assistance adding it to your course, please contact John Spencer in the office of instruction.

Proctorio

Mission College is committed to academic integrity of fully online and hybrid courses. The college has recently designated Proctorio as its official online proctoring provider. Proctorio will provide students with a convenient option for taking an online proctored exam without having to travel to campus. It is integrated with Canvas, so faculty and students will not need additional software. Unlike other online proctoring services, Proctorio does not employ the use of facial recognition, biometrics, or external human-based proctors to monitor the student while they take the exam. Proctorio will record the students' identity via webcam and, depending upon the exam settings controlled by individual instructors, monitor the students' exam attempt in various ways. Just like a traditional class exam, cheating is determined by the instructor. A multitude of privacy provisions have been established to ensure student privacy and FERPA compliance. Proctorio is VPAT certified, 508 compliant, and fully accessible to those with special needs. Students with special needs are required to contact the Office of Student Disability Services to verify that the course does include online proctoring.

If the instructor has enabled online proctoring for an exam, then it is required of all students in that class. Note that courses which meet face to face may also require online proctoring for exams delivered online. Online exam that requires proctoring via Proctorio should be noted in the course syllabus. Additionally, instructors need to provide students with instructions prior to the exam.

Students will need a webcam with microphone (internal or USB), their student ID, the Google Chrome browser, the Proctorio extension, and a quiet private location with a reliable internet connection. It is the student's responsibility to ensure these requirements are met.

Proctorio provides 24/7 technical help for students. If you are experiencing trouble, check to make sure that you are 1) using the Chrome browser (Links to an external site.) and 2) have the proper extension installed. If you continue to experience technical issues, Proctorio offers 24/7 technical support to students via email, or phone at 813-774-3826 or toll-free at 844-394-8815.