CSM 2022-2023
FACULTY HANDBOOK FOR ONLINE AND HYBRID INSTRUCTION
A REFERENCE GUIDE FOR QUALITY ONLINE TEACHING AND LEARNING

This document was approved on May 4, 2022 by the CSM Distance Education Advisory Committee. The online version (in Canvas) will have the most current additions.

Welcome and Introduction Overview

Description

The San Mateo County Community College District (SMCCCD) College of San Mateo (CSM) Faculty Handbook for Online and Hybrid Instruction is a supplemental guide to the CSM faculty handbook. This handbook is designed to provide additional information to support online teaching and learning on the CSM campus and to describe, in detail, the SMCCCD and CSM Administrative Procedures for Distance Education.

We have organized this handbook as online pages in Canvas, to make it easier for you to refer back and access the information that is most important for you, in a way that is easy to navigate. This format allows the CSM DE Team to supplement and revise these materials as policies and procedures develop and change. The handbook has been developed based on the recommendations of the CSM Distance Education Advisory Committee (DEAC) and Academic Senate.

Online courses and instructors are subject to standards, regulations, and criteria which are *in addition to* the established standards and practices for on-campus, face-to-face (F2F) courses. We want you and your students to have success online, and hope this handbook will be an excellent resource, wherever you are in the process of teaching online.

Handbook Goals

- Define faculty role in online course development and course approval, the assignment of instructors to online and partially online courses, and how courses offered in any

online modality are reviewed to ensure quality and conformity with institutional practices and procedures.

- Provide technical and pedagogical support and resources to faculty teaching online and partially online courses, whether asynchronous or synchronously.
- Furnish information and resources we have available for faculty training for online and partially online course delivery methods.
- Inform faculty about the policies and procedures that relate to distance education courses.
- Define current best practices in distance education and provide you with ideas on how you can incorporate these practices into your online course design and delivery.
- Offer resources for ongoing faculty professional development.

Adapted from the [Pasadena City College Distance Education Handbook](#)

Special Acknowledgements

This College of San Mateo Faculty Handbook for Online and Partially Online Teaching was developed together with the help of the CSM Distance Education Advisory Committee (DEAC), the academic policies specified by the Academic Senate, and the work of the CSM Distance Education Team of Instructional Technologists, Instructional Designers, and Distance Education Coordinator.

Distance Education at CSM

Distance Education (DE) is supported by the ASLT Dean. Our team includes two Instructional Designers, two Instructional Technologists, an Accessibility Specialist and DE Coordinator.
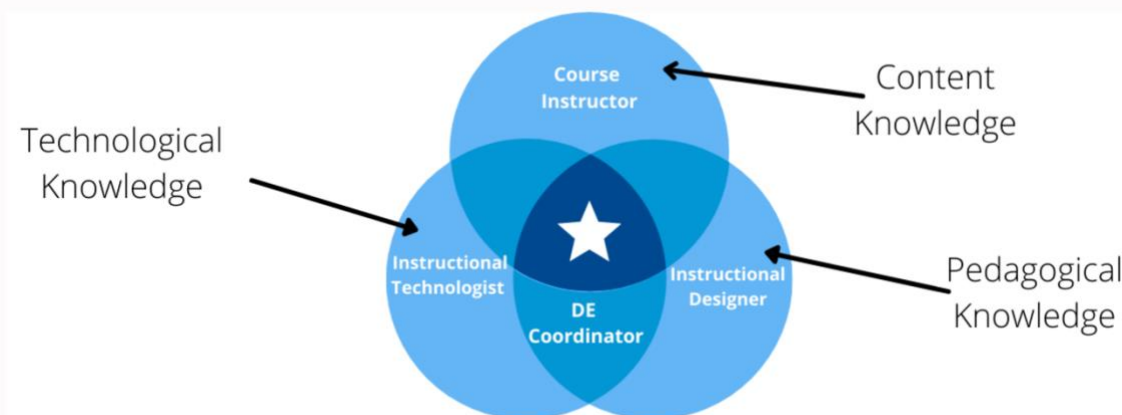
We work together to provide technological and pedagogical knowledge content creators to create more effective online materials.

For faculty and classified professionals, we provide:
- Strategies for making online offerings more student-centered, flexible, and pedagogically innovative
- Suggestions about DE courses that better serve our under-prepared and underrepresented students
- Suggestions on creating an integrated online "campus" – integrating library, counseling, financial aid and other services into the students' "virtual classroom" learning space
- Online and face-to-face instructional materials to meet Section 508 accessibility standards
- Information about emerging technologies and resources to support the enhancement of teaching and delivery of distance education courses

For students, we provide:
- Information about CSM resources for any online or hybrid class
- Tier two support for questions via the SMCCD Canvas Support Site
- Referrals for more help as needed

CSM Distance Education Team

Faculty seeking pedagogical support for course design are welcome to connect with CSM Faculty Instructional Designers, Julieth Diaz Benitez and Jennifer Howze-Owens, Ed.D. are available for individual consultations during the day and evening. Our [Distance Education website](#) offers additional information.

Find resources for course design, development, delivery, and debrief at the [CSM Course Design Corner.](#) This site is updated regularly. We look forward to collaborating with you!

CSM Instructional Designers

- Julieth Diaz Benitez
- Jennifer Howze-Owens, Ed.D.

CSM Instructional Technologists

- Marisol Quevedo
- Erica Reynolds

CSM DE Coordinator

- Donna Eyestone

CSM Accessibility Specialist

- TBD

Resources

- [CSM Distance Education website](#)
- [CSM Distance Education Support Request](#)
- [Professional Development](#)
- [Flex Day](#)
- [Online Teaching Resources](#)
- [Quality Online Teaching and Learning Course](#)
- [Course Design Center](#)
- [Accessibility](#)

Modes of Content and Delivery

Definition of the Distance Education

Title 5 defines distance education (DE) to mean 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, as amended (29 U.S.C. § 794d).

Course Type Descriptions

There are many ways faculty teach courses online - and our list of options expands as technology changes and improves. Faculty and Deans should work with your distance education team as more courses and programs are adapted to an online modality.

The following definitions are pulled from the course type descriptions in SMCCCD's WebSchedule, the DE Modality Definitions and the DE Modality document created by the District Teaching and Learning (DTL) Committee.

Guidance for Camera Use on Zoom

Face-to-Face Course

- All regular and substantive instruction is done in person, in the classroom.
- Web-Enhanced Component: Homework hours, in the form of preparing for class, discussions, etc., can be completed on the LMS (e.g. Canvas) as needed. This is not meant for contact hours.
- This mode of delivery does not require separate approval by the Curriculum Committee.

Online Asynchronous

FULLY ONLINE (FO)
Instruction involves regular and substantive online interaction that takes place asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved

instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

Online Partially Synchronous

FULLY ONLINE (FO)
Instruction involves regular and substantive online interaction that takes place synchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.
- Intentionally planned and required online class meetings, which are posted in the schedule, catalog, and syllabus
- Only part of the regular and effective contact is done via the synchronous meetings
- Contact hours: Consistent, pre-scheduled time throughout the semester, clearly identifying the total amount of hours, day/s, and location/s.
- Online meetings should be held in District-approved platforms so as to be FERPA-compliant.

Online Fully Synchronous

FULLY ONLINE (FO)
Instruction involves regular and substantive online interaction that takes place synchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.
- Intentionally planned and required online class meetings, which are posted in the schedule, catalog, and syllabus
- Contact hours: Consistent, pre-scheduled time throughout the semester, clearly identifying the total amount of hours, day/s, and location/s.
- Online meetings should be held on District-approved platforms so as to be FERPA-compliant.

Hybrid Course

Curriculum is designed intentionally and thoughtfully to integrate F2F and online learning experiences. F2F time is reduced, but not eliminated, with the balance of learning being facilitated asynchronously.

- Contact Hours: Hours that a student receives the active instruction; 30-70% of the normal contact hours are now done online (and not F2F)

- For planning purposes, consider a set selection of percentages for F2F/online contact hours: 30/70, 40/60, 50/50, 60/40, or 70/30
- Face-to-face: Instructors must post pre-scheduled class meeting times and location on WebSchedule and in their course syllabus. The F2F portion is meant to be 'mandatory' for students.
  - Online meetings should be held on District-approved platforms so as to be FERPA-compliant
- Asynchronous Component: Work may include assignments done on the LMS and/or related sites.
- Significant Assessments: Instructors must post whether required exams are online or in-person in WebSchedule and the course syllabus.
- Lectures: Could be conducted in-person or asynchronously, as long as the contact hours are maintained.
- Contact hours: Consistent, pre-scheduled time throughout the semester, clearly identifying the total amount of hours, day/s, and location/s.

HyFlex Course

The curriculum is designed intentionally and thoughtfully to provide choice to learners in their mode of engagement with the learning.
Students choose between attending/participating in-person or online for each class meeting. Online participation is available in synchronous (e.g., Zoom meeting) or asynchronous (e.g., Zoom or Panopto recording) modes; sometimes both and sometimes in only one online mode. The flexibility is for the students; faculty are expected to be teaching from the classroom.

- Contact Hours: Consistent, pre-scheduled time throughout the semester, clearly identifying the total amount of hours, day/s, and location/s.
  - Students should not be required to attend live class meetings, whether online or in-person; participation should be measured based on other criteria.
  - Online meetings should be held on District-approved platforms so as to be FERPA-compliant.
  - Synchronous meetings should be recorded.
- Synchronous Students: Those students who are participating synchronously will complete course contact hours through the class meetings, in-person, or virtually.
- Asynchronous Students: Those students who are participating asynchronously will complete course contact hours through watching recorded lectures and tutorials, completing labs, readings, discussions and activities, all to be done on the LMS and/or related sites.
- Assessments: All significant assessments (i.e., exams, projects, midterms) should be able to be made available in all modalities when needed.

Why Do Students Take Online Courses?

Seven Advantages of Online Learning

1. **Accessibility.** Students with learning, physical, or other disabilities can more easily protect their privacy in a virtual learning environment. In fact, students may not even have to disclose their status to the instructor in a well-developed online course.

2. **More equitable learning environment.** Students watch video lectures, review materials for deeper understanding and complete assignments through a learning management system, with no need to fight traffic, leave work early for class, or miss important family time.

3. **Flexibility.** Online courses give students the opportunity to manage their study time around competing life priorities, instead of the other way around. Students can more easily balance work and family commitments with their education.

4. **More interaction and greater ability to concentrate.** Online courses offer shy or more reticent students the opportunity to participate in class discussions more easily than face-to-face class sessions. Some students even report better concentration in online classes due to the lack of classroom activity.

5. **Career advancement.** Students can take online courses while working, while in-between jobs, or while taking time to raise a family. This academic work will explain any discontinuity or gaps in a resume as well. Also, completing online courses can show ambitiousness to prospective employers and a desire to remain informed and prepared for new challenges.

6. **Improving technical skills.** Even the most basic online course requires the development of new computer skills, as students learn to navigate different learning management systems and programs. The participation skills students learn within their online courses translate to many professions, including creating and sharing documents, incorporating audio or video materials into assignments, and completing online training sessions.

7. **Transfer credits.** For college students who want to attend summer classes, but live too far from their colleges and/or work summer jobs, taking online classes from an accredited college and transferring the credits to their primary college can be beneficial. Students can earn college credit while still enjoying their summer vacation or fulfilling the responsibilities of their seasonal employment. Similarly, if a college or university does not offer enough open sections of a required course, students can take the course online at another college and transfer the credits. *Adapted from the Open Education Database*

Teaching Online is Different

When teaching online you will be able to draw upon your experiences teaching in a classroom. There are many experiences that will be similar to what you already know, and then some things will be entirely new or different. Whichever modality you teach in can be a rewarding experience, both for you and your students.

- **Administrative responsibilities:** Faculty who teach online or partially online courses have many of the same administrative responsibilities as those teaching in a face-to-face classroom. You will develop curriculum, choose textbooks, verify course rosters, add and drop students, enter grades at the prescribed times, and create and upload course syllabi.

- **Course design:** If you're teaching synchronous online classes, much of the in-person classroom experience can be replicated using Zoom. If you're teaching an asynchronous online course, you'll want to ensure that you have developed most, if not all of your course content and activities before the semester begins.

- **Accessibility:** In an online course, you may have no idea the different types of learning abilities of your students. It is critical to ensure your course is accessible and use universal design strategies throughout your curriculum.

- **Grading and feedback:** Providing and receiving constructive, timely feedback is important for online and in-person courses. Your syllabus should state your policy and expected turn-around time for grading student work. Students may feel challenged by not feeling the human presence in the online environment – so individualized and prompt feedback can be especially important.

- **Assessment:** Both online and in-person courses require authentic assessments. Whether you're teaching online or in-person, using Canvas can be a great way for students to turn in their assignments. Consider using a Canvas shell for all course modalities to facilitate learning and student understanding.

- **Interaction:** The online environment requires intentionality in how you consider interaction with and between students. In whatever modality you teach, maintaining regular and substantive interaction with your students is required. You will need to create activities and spaces for three types of interaction: instructor-to-student, student-to-instructor, and student-to-student. You will actively build community online through activities that may include ice-breakers, academically-oriented threaded discussions, group work, and peer review. Faculty often set aside specific days/times to

respond to online students and student work as well as for office hours or availability in real-time through Zoom, Pronto, chat, or other such modalities.

- **Student Success:** Time management is a critical skill exercised in all online learning modalities. Online learning, and particularly asynchronous online learning, requires students to be more self-directed and disciplined in order to review online course content and complete coursework on time. Additionally, it can be more difficult to identify and support students who are experiencing either instructional or technical difficulties in the course - you must be proactive. Seek ways to humanize your course and let students know they can reach out to you. Incorporating information about college services and utilizing available resources such as early alert systems may also help students connect to the support services and greater college community. As with all courses, it is essential to keep equity and inclusion at the forefront when considering selection and presentation of content, design of course activities and assessments, as well as resources and technology.

Online Course Standards

SMCCCD is committed to a goal of our students getting into a program, degree or certificate, getting through, and getting out on-time. Online education is a critical component of our institutional strategy to achieve this goal. However, significant student success and equity gaps exist with online education. To help address these gaps, the CSM [Distance Education Advisory Committee](#) and [Academic Senate](#) require that all faculty who teach online go through regular training and adopt the following standards for teaching online at SMCCCD.

- Completion of Online Education technology and pedagogy training through SMCCCD Canvas training "Quality Online Teaching and Learning (QOTL 1, QOTL 2), CSM Regular and Substantive Interaction training, or @ONE or nationally recognized online teaching certificate programs.

- Quality course design guided by the OEI Course Design Rubric and the Peralta Equity Rubric that ensures regular and substantive interaction between instructor and students, and between the students.

- All instructional materials in online courses are accessible (Section 508 and WCAG 2.0 and meet Section D of the OEI Course Design Rubric).

- Courses are evaluated and instructors regularly receive feedback from peers through a structured Peer Online Course Review (POCR) process.

- Instructors regularly (at least every three years) participate in ongoing professional development that is focused on online education.

Instructor Training and Support

Training Resources

Faculty who teach in any distance education modality are required to complete training in the following areas: online teaching pedagogy, technical training in the learning management system currently in use, equity and inclusion, and accessibility best practices. Faculty training may be completed within the District, or a nationally recognized training program.

SMCCCD Training Courses

- Quality Online Teaching and Learning (QOTL 1, QOTL 2) offered jointly at all three SMCCCD colleges
- Regular and Substantive Interaction self-paced course
- CSM Faculty Training Resources
- CSM Course Design Center

@ONE Training Courses

- Introduction to Online Teaching and Learning
- Introduction to Teaching With Canvas
- Creating Accessible Course Content
- Humanizing Online Teaching & Learning

Ongoing Training and Support

Faculty who have been teaching online or partially online courses are encouraged to receive regular feedback from colleagues about their courses through a peer online course review (POCR) process. In addition to course feedback, instructors should regularly (at least every 3 years) participate in Professional Development activities specifically related to online or partially online instruction. These activities may include Canvas training or retraining, pedagogical discussions, brown bag events, or attendance at conferences whose emphasis is on online or partially online Teaching.

Faculty Who Teach at Multiple Institutions

Faculty who have taught at other institutions must demonstrate understanding of online pedagogy and Canvas proficiency before they are scheduled to teach in any online or partially online modality. Demonstration of proficiency may occur through meetings with your Division Dean, the campus Distance Education Coordinator, Instructional Technologists, or Instructional

Designers, or Peer Online Course Reviewers trained in using the Online Education Initiative Course Design Rubric.

SMCCCD Recommendations for Teaching Online

Per the current [American Federation of Teachers](#) Memorandum of Understanding (MOU):

> "The District and AFT agree that a faculty member interested in receiving District designated training in how to develop an online distance education course will receive training if it has been determined by the appropriate administrator that the training is appropriate, applicable and necessary. Upon completion of the training, the faculty member will receive a stipend in the amount of $1,500 for the equivalent of a twenty-five (25) hour training. A faculty member developing a new distance education course, or significant restructuring an existing distance education course, shall receive, with prior approval of the appropriate administrator, funding to support educational development in the use of new technology not to exceed $1,500. The funding shall be paid upon the offering of the new or restructured course."

Faculty who teach online are required to keep their online teaching skills up-to-date by participating in training at least once every three years. Division Deans maintain the right of course assignment.

Compensation Eligibility

Faculty members may be eligible for compensation for online education training if they complete any of the following:

- SMCCCD Canvas training "Quality Online Teaching and Learning (QOTL 1 or QOTL 2) - compensated at 25 hours
- CSM Regular and Substantive Interaction self-paced course (RSI) - compensated at 5 hours
- Develop at least 80% of an online or partially online course that is aligned with the Online Education Initiative Course Design ([OEI](#)) and [Peralta Online Equity](#) rubrics and has gone through the Peer Online Course Review (POCR) process.

In order to receive a certificate of completion for QOTL 1, you must complete at least 80% of one partially or fully online course. Having you online course developed to 80% completion before you begin teaching the course will help you and your students be a more successful. This 80% completion means that you are implementing the standards listed in the [OEI Course Design Rubric](#) and will deliver your course through Canvas.

You must have successfully completed QOTL 1 in order to take QOTL 2. QOTL 2 is designed for you to continue enhancing your online teaching skills. It is a 25-hour course (usually offered over 5-6 weeks) and you will be asked to consider not only how you teach online, but how you design and scaffold your course content, provide feedback to students. You will have ample opportunities to engage with your peers and discover new online teaching techniques. There is a final culminating project (a video) that you will create for course completion.

What Constitutes 80% of a Course for QOTL1 Completion?

After the last week in QOTL1, you will submit your online or partially online course to a Peer Online Course Review (POCR) Review. You course development shell will be reviewed by your peers. The POCR team will include:
1. A member of the CSM DE Team (DE Coordinator, Instructional Designer, Instructional Technologist),
2. the CSM Instructional Accessibility Specialist,
3. and a certified and trained Peer Online Course Reviewer (POCR), ideally from within your Academic Division.

These three reviewers work with you, the faculty (online or partially online) developer, to ensure the course meets the OEI Course Design and Peralta Equity rubric standards. A member of the DE Team, a POCR reviewer, and the Accessibility Specialist will celebrate with you for all the areas where your course meets or exceeds the rubric standards. One of our Instructional Designers will be available to assist you aligning any areas that do not yet meet the rubric standards.

Before you submit your course for a review we expect about 12-13 weeks of modules for a 16-week course. If your course is organized by Topics or Units, 80% of those Canvas modules must be completed before you begin the course review process. A completed Module includes the following items:

- Course content (lectures, video /audio, readings, etc.)
- Activities (projects such as a wiki or Web search, or collaboration on a Google document, etc.)
- Discussions (which are not writing assignments and within which the instructor intends to interact with students during the time the discussion is active. This is one of the ways to ensure that Regular and Substantive Interaction is occurring.)
- Assessments (essays, exams, reflections, and/or chapter summaries). These should include details about how the instructor will give feedback beyond just a score or grade, and details about when and how students will receive feedback. Assessments should also include grading rubrics.
- Some sort of alternative regular interaction besides just email (which could include, Chat, Conferences tool, where you could give a lecture, or study session, or other real-time communication tools or even the use of a collaborative document in Google, etc.)
- If you use Publisher Materials such as: Connect, Mind-tap, etc.: Peer Online Course Reviewers will need access to the publisher materials to see how your course shell is integrated with the publisher's material.

Pedagogical Readiness Skills

Online faculty will benefit from many of the same pedagogical skills they used when teaching face-to-face courses in the classroom. If you need help understanding how to apply these teaching principles to your online courses, please contact our CSM Instructional Designers and/or Distance Education Coordinator.

Fundamental Online Teaching Principles

- Use learner-centered pedagogy where concepts of interactivity, instructor-led facilitation, and feedback are core elements.
- Create learning activities that actively engage students and which encourage top-down cognitive processing skills (such as synthesis and problem-solving tasks).
- Accommodate a variety of learning strategies in both content delivery and learning activities, using principles of Universal Design for Learning.
- Develop materials and assessments that require active learning.
- Understand how students use current technologies including social media.

Course Management and Interaction

- Follow guidelines for regular effective interaction with students in both synchronous and asynchronous modalities.
- Communicate and maintain clear learning objectives.
- Cultivate and develop learning communities through group activities.
- Create and maintain a safe and inclusive environment where all voices are represented and valued.
- Clarify participation requirements; facilitate and monitor interaction accordingly.
- Integrate practical tasks into learning activities to illustrate practical real-world content applications.
- Lead discussions rooted in an inquiry that challenge students to question and develop their own conclusions.
- Provide timely personalized feedback and suggestions for improving student performance.

Technology Integration

- Identify the most appropriate technologies for content and learning outcomes.
- Determine the modalities that are best used for course communication, discussion, and assessment.
- Present content that is easily navigable and accessible to all learning styles.
- Integrate multimedia content that meets the learning needs and technology access of all students as well as accessibility requirements.
- Encourage cooperative learning through group activities that utilize current technology.

- Vet third-party tools for accessibility, Section 508 compliance, ease of use and pedagogical appropriateness.

Assessment

- Provide multiple opportunities for ongoing authentic assessment that measure both student understanding of course content and participation.
- Ensure that assessment tools are linked to learning objectives.
- Use grading rubrics to help students know how they will be assessed.
- Use a variety of asynchronous assessment techniques in which students are able to demonstrate higher-order critical thinking skills.
- Employ multiple assessment strategies to maintain active student engagement.
- Make use of data from the assessment tools in Canvas to evaluate the validity and reliability of the various assessment instruments.
- Incorporate surveys to receive regular constructive student feedback and integrate it into the course structure.
- Apply best practices to ensure academic integrity and student authentication in the online environment.

Accessibility

- Create or modify all course content so that it is accessible to students with disabilities.
- Design the course layout so that it is easily navigable and readable and has alternate options for students with special needs.
- Ensure that external tools and content provide students with equal opportunities and access to materials and assessments.

Adapted from the [Pasadena City College Distance Education Handbook](#)

Technical Skills for Teaching Online

Faculty members who wish to teach online should not only possess basic proficiency using computers, but should also be acquainted with and feel comfortable using more advanced programs and applications, such as audio, video or graphics tools. The following technical skills are examples of those that are needed to teach online and partially online courses. If you need help understanding how to apply these principles to your courses, please contact your CSM Instructional Designers/ Instructional Technologists, and/or Distance Education Coordinator.

Basic Computer Skills

- Typing, editing, and keyboard shortcuts
- Understanding of current and supported browsers for the LMS in use
- Understanding of browser maintenance, including clearing the cache
- Use WebSmart to send email to everyone enrolled in your course
- Create & name files
- Understand file formats (doc, .docx, rtf, text, JPEG, GIF, PDF, WAV, MPEG etc.)
- Understand file storage
- Organize and manage files in the LMS

Learning Management System - Canvas

- Upload content
- Create, design, and edit course modules
- Make content accessible
- Use formatting techniques to create semantic structures (headers, bulleted/numbered lists, etc.)
- Insert tables, graphs, and images with alt text
- Caption videos
- Check documents, presentations and other files for accessibility
- Create announcements, and create/reply to discussion posts
- Create assessments, surveys, and polls
- Upload multimedia
- Use LMS inbox to contact students
- Understand & use other learning management system tools including Inbox, discussions, etc.
- Use district supported web-conferencing applications for virtual office hours
- Use rubrics and grading tools for individual feedback

Email

- Send & receive email using your CSM email account
- Attach documents & files to messages
- Respond to student inquiries within 24-48 hours of receipt

Presentation Software (optional)

- Create, edit & save presentations using slide templates
- Add multimedia to presentation with alt-text for images
- Record audio narration for presentations

Lecture Capture

- Record lectures and post captioned archives for student access
- Create and upload captions
- Audio recording
- Use Panopto to record, edit, and caption videos
- Use Zoom for effective classroom demonstrations and lectures.

Internet Research

- Know how to do targeted searches
- Understand how to use online databases
- Be aware of CSM Library online resources
- Be familiar with YouTube, podcasts, blogs, webinars & wikis

Adapted from the [Pasadena City College Distance Education Handbook](#)

Accessibility Requirements and Skills

When developing or revising an online or partially online course, faculty are responsible for ensuring the course is fully accessible to people with a wide range of abilities, disabilities, and other characteristics as described by the [Universal Design for Learning](#) framework and the [OEI Rubric](#) and [Peralta Online Equity Rubric](#). Section D of the OEI Rubric provides an excellent framework for assessing your course content's accessibility. If you have questions about whether or not your materials are accessible, please contact your CSM Accessibility Specialist, Instructional Designers/Technologists or the DE Coordinator.

Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act.](#) Compliance with Section 508 of the Rehabilitation Act is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges' Chancellor's Office [Information and Communication Technology and Instructional Material Accessibility Standard](#) (2020) says that "ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff."

Accessibility is an academic and professional matter per [Title 5 §53200](#), and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps.

Accessibility is defined as when students with disabilities "enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use." Accessibility is about content creation, and faculty are required to plan ahead and make their course content accessible to disabled students. This is often referred to as Section 508. This includes activities such as:

- Captioning videos;
- Selecting accessible websites when assigning online resources to students;
- Ensuring Word and PDF documents can be read by screen readers;
- Formatting content in Canvas Pages, Discussions, Assignments and Quizzes using the Rich Content Editor, and
- Providing alternate text for images.

Accommodation refers to activities that specific students require in order to participate equally in the learning environment. Accommodation is about student service, not content creation. This is often referred to as Section 503 and this is handled in concert with our Disability Resource Center (DRC) on campus. Example accommodations might include:

- Requesting sign language interpreters for a synchronous zoom meeting;
- Extended time for assignments or exams; and
- Note-taking assistance.

CSM and the DE Team are committed to working with faculty to offer inclusive and accessible courses. We have hired an Accessibility Specialist to work with faculty to ensure that all students can participate equally in our online and partially online courses.
Faculty members must allow students with disabilities into their classes and must allow students with disabilities to utilize approved accommodations. You need to ensure every element of your class is accessible or able to be accommodated in an equally effective manner.

What can you do?

The following concerns apply to every digital page and document you create or include within your course:
1. Applying or using heading styles to headers and subheaders.
2. Providing alt text (textual description for images and complex charts)
3. Include closed captions, transcripts, and audio descriptions for any pre-recorded videos.
4. Include transcripts for any pre-recorded audio.
5. Define header cells for columns and/or rows in your tables.

When you address these five concerns within your digital pages and documents, you help ensure a basic level of accessibility that will allow most students to access your course successfully.

Digital media requirements

Digital Media Type	Accessibility Strategy
Digital Text	Apply semantic structure through the use of heading styles, and other formatting styles that can be useful for users of assistive technology.
Digital Images	Describe your digital images with succinct yet thorough verbiage in the form of alternate text.
Digital Audio	Provide a digital text transcript of digital audio information.
Digital Video	Provide a digital transcript of digital audio information contained in the video and caption the video. Automated transcription of the video through YouTube which uses ASR (automated speech recognition) is not considered to be acceptable quality for accessibility.

Adapted from An Introduction to Assessing Online Media and Technology for Accessibility

Captioning guidelines for media

The following are guidelines for when to caption video and audio materials:

When Captioning is Required

- Video that will be archived and used again over multiple semesters
- Links to YouTube videos or other streaming video services (permission is not required if you use a caption overlay service).
- Publisher or other third party video.
- Video created by the campus and placed on a public website.
- Section 508 also requires audio descriptions for video. You must briefly describe what is visually happening on screen if that content changes the meaning or isn't already conveyed by the captions.

When Captioning is Not Required

- Video and audio material that is one-time use and will not be used in another semester in a course with restricted access (such as Canvas).
- Student work that will not be archived.
- Audio or video comments that are included as assignment feedback and provided directly to a student, just one time, unless that student requires or requests captions.

Transcript Requirements

- Any instructional material that is audio-only and is archived as part of your course. This includes audio podcasts that you use in your course. Captions are not required for audio – a transcript is preferred.
- Some students prefer a transcript in addition to captions with a video. This is not required but recommended.

Accessibility Training Resources

- CSM Accessibility Specialist
- SMCCCD Accessibility Resources
- CCC Accessibility Center

Summary of Faculty Responsibilities for Online Teaching

Training

Faculty teaching online or partially online classes must have regular access to a reliable internet connection, possess the necessary training in online pedagogy and use of the currently supported learning management system, either through the SMCCCD Quality Online Teaching and Learning (QOTL) courses, on-campus training activities, @ONE, or another approved or accredited program. This training must be kept current, and re-certified at least every three years.

Policies and Practices

- Successful online teaching requires following several state and federal policies around regular and substantive interaction that are different for online classes compared to face-to-face classes. At any time, if you need additional support, please contact your CSM Distance Education Coordinator, Instructional Designers, and Instructional Technologists.
- Faculty should never give out their Canvas login information (username and password) to anyone. This specifically includes technology support for third party and publisher course materials and add-ons. District-provided Canvas support will never ask for this information.
- The United States Department of Education requires that regular and effective contact between students and faculty take place in all online and partially online courses. This CSM faculty distance education handbook outlines best practices for regular and substantive interaction. Faculty are responsible for organizing their online courses to meet this requirement, and this should also be specified in the Course Outline of Record (COR) DE Addendum.
- Federal guidelines around attendance policies in online courses are meant to protect institutions from financial aid fraud. Instructors must drop students based on whether they are actively completing course activities, such as assignments, assessments, and posting on discussion forums. Participation and instructor-initiated drop policies must be clarified in the syllabus.

Course Facilitation

Online faculty are responsible for the same administrative functions as those teaching in a traditional classroom, including following the Course Outline of Record (COR) which is approved by the College's Curriculum Committee. Faculty also choose books and curriculum, verify course rosters for accuracy and submit a census. Faculty provide add codes to students, calculate final grades and enter those grades into WebSmart by the specified deadline. Faculty are responsible for creating and loading course syllabi, assignments, exams/quizzes and calendars to their course shell in the district-supported LMS.

FERPA, Student Privacy and Compliance

Online faculty, like classroom faculty, should keep student privacy in mind. Online courses and tools often present greater risk of disclosure and special precautions should be made. Here are some issues you should know so you can ensure compliance.

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, also known as FERPA, is a federal law designed to protect the privacy of education records and guarantees eligible students the following four rights:
1. The right to inspect and review educational records
2. The right to seek to amend education records
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent
4. The right to file a complaint with the Department of Education against any institution for an alleged violation of their FERPA rights. The office that administers FERPA and investigates violations is the Family Policy Compliance Office, located in Washington, D.C.

FERPA applies to the SMCCCD District because the colleges receive federal funds.
Student FERPA rights begin the moment a student is enrolled in and attends class, whether online or in-person. Only those with a legitimate educational interest - school officials, accrediting organizations or law enforcement agencies who require student information in their official capacity - may access student records without a student's signed and written consent.

What is an Education Record?

An Education Record is any information that is directly related to a student and maintained in a central location by an institution (or party acting for the institution). Education Records may be in any form and include written documents, computer media, video or audiotape, photographs, and electronic files. Examples include:
- Demographic Information
- Class Schedules
- Enrollment Records
- Class Lists
- Grades
- Graded Papers
- Social Security Number
- Student ID Number (G number)

FERPA and Distance Education

Regulation Definition

A "student" is defined as an individual who is or has been "in attendance" at an educational agency or institution and regarding whom the agency or institution maintains education records. The final regulations add other situations in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, internet, or other electronic information and telecommunications technologies. This change will ensure that individuals who receive instruction through distance learning and other contemporary modalities are covered as "students" and, therefore, that their records are protected under FERPA ([US Department of Education § 99.3](#)).

What this means at SMCCCD

When FERPA privacy guidelines were created in 1974, they stated that any electronic information becomes student record. Since this was before the widespread use of computers and the internet, this has wide-ranging implications for any form of learning which utilizes electronic delivery methods. Electronic information, therefore, refers not only to computerized educational records but also to email communication, comments in discussion boards, student projects uploaded to a website, etc. This makes it necessary to consider how course structure and materials will affect online learning with regard to FERPA.

FERPA regulations also refer to TAs, college assistants or student helpers. Any person who is not the Instructor of Record cannot have access to student records. Instructors may share notes with assistants, but not the educational records themselves.

FERPA and Publisher's Online Resources

Prebuilt publisher online resources and homework managers present several issues in terms of student privacy. Because some resources direct students to third party websites, it is important to verify that the website complies with FERPA guidelines. When considering third-party publisher content, please verify that personally identifiable information such as name, address, g numbers, ssn or anything regarding student-submitted work and grades are not collected and stored.

If a faculty member wants to have publisher content integrated into their Canvas course, they should first review the SMCCCD Approved Vendor List (coming soon), and then contact your campus Instructional Technologists to determine whether this publisher's materials have been reviewed and approved for use.

FERPA and the Internet

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

- Internet research, information retrieval
- Surveys, tests, quizzes, problem sets that do not require login information
- Publisher websites that do not require login information

Only FERPA compliant if just directory information required

- 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

Most likely not FERPA compliant*

- Social media sites
- Blog or wiki creation outside of Canvas
- Mandatory surveys, tests, quizzes, problem sets that require login information
- Publisher websites that store grades

*Third-party websites that require or store any information that may compromise student privacy (grades, student ID numbers, etc.) are not FERPA compliant. To conceal student identities,

aliases may be used. Before entering into an agreement with a third-party vendor (such as a publisher), contact the Distance Education Department to ensure the site complies with FERPA guidelines.

FERPA and Canvas

Only instructors of record, authorized evaluators such as Accreditation or Faculty Tenure Review or employee evaluators, and enrolled students should have access to individual courses in CANVAS. We have different "roles" we can assign to reviewers and others to help restrict certain access and comply with these regulations. Because CANVAS is offered through SMCCCD, activities conducted within the LMS will be FERPA compliant. Even so, it is necessary to consider the following:

- For students who opt to keep their settings private, accommodations should be made so that those students can either post to discussion boards anonymously or send private emails to the instructors.
- Guest access should never be allowed to individuals outside the course.
- Rosters and grade information should be accessible only to the instructor.

FERPA and Zoom

Many faculty are using Zoom to conduct synchronous online courses. Often these Zoom sessions are recorded and archives can be made available to students in your current class to review.

Guidance for Camera Use in Zoom

Asynchronous lectures depicting only the faculty member are FERPA compliant and can be distributed through Canvas assuming there are no independent reasons for restricting access such as copyright concerns addressed in other materials.

You cannot then re-use these recordings in any other courses if they contain any student data, including images, participant lists, student presentations, etc. The primary restriction is that the material can only be distributed within the course, and you must take reasonable precautions to prevent any broader release. Further, personal information such as grades should be restricted to individual students, only.

You can edit portions of the archive that do not contain any of this personal information to re-use in other courses, but you must ensure that all student data is removed.

Tips to Maintain Student Privacy

Consider doing the following:

- Do put papers, projects, exams, or reports on a secure SMCCCD server, such as OneDrive.
- Keep any personal notes relating to individual students separate from Education Records and stored on a secure SMCCCD server, such as OneDrive.
- Keep only those individual student records necessary for the fulfillment of your responsibilities.
- Ensure that student information, work, or grades are shredded or deleted when no longer needed.
- Turn off or log off of your computer if you are going to step away from your device.
- SMCCCD requires that faculty use their smccd.edu email account as the primary contact for students.
- To ensure student authentication, faculty are required to use the district provided Canvas shell as the primary entry to their online course.

Do not do the following:

- Display student scores, grades, or G numbers on Canvas or other websites, even if it is partially masked.
- Post a class list with the student name linked to their G number.
- Download, view, or print papers, projects, exams, or reports on publicly accessible devices without deleting the files and emptying the trash before logging off.
- Share student information, including grades or GPA's, with other faculty or staff unless their responsibilities warrant a "need-to-know."
- Discuss a student's progress with anyone (including parents) without the written consent of the student.
- Discuss confidential student information in a manner in which others who do not have a legitimate interest in knowing such information can hear.
- Provide anyone with lists of students enrolled in your classes for any commercial purpose.

Adapted from [Pasadena City College Distance Education Handbook](#)

Accessibility

To ensure equal opportunity for students with disabilities, online courses should use materials that are accessible to all. For example, videos should be captioned, images should include descriptions/alternate text, and documents should be structured with appropriate headings. Faculty are responsible for ensuring that their online courses meet the requirements for accessibility. For more information, please refer to the OEI Accessibility Support website and review Section 508 of the COR DE Supplement.

Evaluation

- For accreditation and faculty evaluation, evaluators must be allowed guest entry into an online course. For more information, please refer to AFT 1493 website.

Distance Education Course Approval

Faculty members should be familiar with the course approval process before they design, adopt or teach an Online/Hybrid course. This course approval process takes about two semesters to complete.

New Course With an Online/Partially Online Format

1. All new Online/Hybrid courses must also go through the *DE course approval process*. This process begins by completing all parts of the course approval forms and submission through CurricUNET.

2. Division dean must approve the submission before it is forwarded to your college Curriculum Committee.

3. After the final approval for online or partially online course delivery by the Curriculum Committee, the course can be offered in the schedule. The faculty member must have completed the required training to develop the course (see above).

4. Faculty members developing an online or partially online course will work in tandem with the DE support: Instructional Designers, Instructional Technologists, the Accessibility Specialists and the Distance Education Coordinator along with other successful Online/Hybrid teaching faculty. As part of our membership in the CVC Consortium, we have adopted a rigorous Peer Online Course Review process that will help you ensure you have met the OEI Course Design and Peralta Equity Rubrics, and have a quality Online/Hybrid course. Throughout the development/design process, faculty collaboration should be used to ensure best practices and to share insights into both technology and pedagogy.

5. Moving from the traditional classroom to a "virtual" classroom is not as simple as merely putting existing course notes and readings online. This would be considered a "Correspondence Course" and therefore not an Online/Hybrid course. Faculty should work with the DE Team to develop a course that creates a strong "instructor presence" and meets our Regular and Substantive Interaction policy.

Course DE Addendum

After 2020 almost all courses at CSM will have or need an DE Addendum. This addendum allows for the option to teach a course either fully or partially online. There is a separate section in CurricUnet called the DE Addendum and what follows is sample language that you can adapt for use with your own course DE Addenda.

Training Section

- Faculty members who teach in any distance education modality must have completed training in the past three years in any of the following areas: online teaching pedagogy, technical training in the learning management system currently in use, and accessibility best practices. Faculty training may be completed within the District, or a nationally recognized training program.

- Please include specific information about training course title, dates of training, and who provided training.

Distance Education Modality

Courses can be Fully Online, Partially Online (Hybrid) or both. For each modality you will need to indicate expectation for regular and substantive interaction, the frequency of each type of contact, and whether the interaction is between students, faculty to students, or student to faculty.

Contact Types

For each modality please include specific examples of the types of activities that will be used. For example:

- **Lecture**: Faculty to student contact (Substantive): Weekly instructor-mediated coverage of topic through one or more of the following: Live and/or recorded video, instructor created or curated content (may include instructor-created or selected links for core course content).

- **Personal Communication (Email, Chat, IM, Text):** Faculty to Student (Regular): Syllabus provides policy for responding to student queries; Weekly online office hours via Zoom/video conference; Email and LMS Inbox messages.

- **Announcement:** Faculty to Student contact (Regular): Weekly announcements that outline lessons and highlight upcoming deadlines; (Substantive): announcements posted after

assessments or major assignments that provide feedback.

- **Online Discussion Boards:** Student to Student contact (Substantive): Introductions Discussion Board; Compose, Post, and Respond to classmates' post, Peer Review of assignments. Student to Student (Regular): Q & A Open discussion board. Student to Faculty contact (Regular): Q & A Open discussion board.

- **Assignment Feedback:** Faculty to Student (Regular): Syllabus provides the policy for regular assignment feedback and grading. Regular and substantive feedback in a timely manner for all assignments. Individual or group substantive feedback based on assignment design.

- **Office Hours:** Faculty to Student contact (Regular): Office Hours as required by current faculty handbook. Faculty to Student contact (Substantive): Individual consultations to support specific assignments

Accessibility Section

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Students should have maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance. Examples include:
- Accurate transcripts are included for audio recordings.
- Closed captions, audio descriptions, and transcripts are included for videos.
- Instructional materials have been tagged to indicate organizational structure and reading order.
- Images, tables and/or diagrams include textual representations.
- If applicable, the instructor will ask the publisher (e.g. McGraw-Hill and Pearson) to provide a Voluntary Product Accessibility Template (VPAT) which evaluates how accessible the product is according to section 508 standards.
- If any instructional resources are not accessible for a student, faculty will work with the Disability Resource Center to propose an alternative activity, resource, or assignment for any student with an accommodation to meet section 508 standards.
- All required course materials must be accessible to students with disabilities. How will this course meet this requirement?
- Online conferencing sessions will be recorded with transcripts or live-captioned if needed
- Accessible versions of textbooks and publisher materials will be made available as needed
- Required documents (Canvas pages, slides, Word docs, etc.) will be accessible

In the DE Addendum, please be sure you read, understand, and then check each box indicating your course will be fully accessible to all students.

Content and Methodology

Title V asks "how course outcomes will be achieved in a distance education mode."
Some combination of instructional materials, instructional equipment, assignments, methods of instruction, or methods of evaluation will be used to achieve course outcomes in this mode. Below, describe what is appropriate/possible for this course.

For each modality describe the instructional equipment, methods of instruction and methods of evaluation you will use in your course.

For partially online courses, some in-person, synchronous contact may be required. Please describe the portion of required in-person components for this course that are needed to achieve the learning outcomes of the course. This also includes if in-person proctored exams are required.

Be sure to answer "Yes" to the questions: Can all the course outcomes be achieved in the fully online or partially online distance mode? You will need to do this in both Fully Online and Partially online sections if you have opted for both methods of delivery.

The DE Coordinator reviews all DE Addenda for courses going through the CSM Curriculum Committee process. If you have questions, please reach out to the DE Coordinator.

Steps to Get Ready to Teach Online

Week(s) Before Semester Starts

Check for completion	Task	Notes
	Check Canvas for your current semester Course shell(s)	Course(s) should appear in the Unpublished section of your Dashboard
	Request Cross-Listing (Merging Courses)	If teaching multiple sections that you would like combined into a single Canvas shell, ask an instructional technologist to merge your courses.
	Verify Enrollment Roster Is Correct in WebSMART	Please note that any waitlisted students will NOT have access to your Canvas course until they use their add code and officially enroll. Add codes are not active until the first day of class, and this means that at the earliest, a student on your waiting list will not be able to access your Canvas course until the second day of class. Plan accordingly and provide those students who you want to add your course with any information they may need, including relevant zoom links or critical course information. It typically takes about 24 hours after enrollment for a student to appear in your Canvas shell.
	Contact Students	Communication with Online/Hybrid students should begin before the first class meeting. Faculty members are encouraged to develop an informational email, also known as a welcome letter, to be sent to enrolled students at least a week prior to the course start date. WebSMART lists your current roster and waiting list. Under the Faculty Services section, select the link for Send Email To Your Class. This first email must include detailed information for how students log in to Canvas on the first day of instruction. A welcome letter is an introduction of both the instructor and course, as well as information about the

Check for completion	Task	Notes
		Online/Hybrid course experience and links to the Learning Readiness Module(s) from the OEI. It is recommended that the welcome letter also includes the following information and/or links: • Instructions for how to access the course learning management system (currently Canvas) • Course syllabus • Guidelines for communication and contact • Books, materials & technology requirements to take the course • Course exam expectations
	Copy Content From A Development Shell or a Previous Semester	
	Set "Delay Delivery" Dates For Imported Announcements	
	Set/Customize your Course Home Page	
	Review And Update Syllabus	Creating a digital syllabus has many benefits including being easier to make accessible, saving time from semester-to-semester, and meeting Title V requirements in outlining what and how students should interact with you, other students, and content within the course. In addition to the required syllabus elements as outlined in the faculty handbook, the online syllabus should include three main elements: the contract, schedule, and map. **Course Contract** The course contract is the core of the online syllabus, providing students with information about academic policies and expectations. In short, everything they need to know so that they can access the course

Check for completion	Task	Notes
		content, understand course policies, and complete assignments. Be sure to consult the Faculty Handbook to verify all required information that must be included in the syllabus. **Course Schedule** The course schedule in an online syllabus is similar to a face-to-face syllabus. It includes a description of weekly lessons, readings, activities, discussions, projects and assessments. Online course syllabi can be lengthy, so it is helpful to call special attention to important dates in the semester - whether that is withdrawal deadlines or timing for exams. It is also useful to give students a general weekly timeline for when new course modules and content are released, and when activities, discussions, and assessments are due. **Course Map** The course map helps students understand site navigation. In many online syllabi, this is often embedded within the text of the contract components. For example: "You can respond to the Discussion Board by selecting the Discussions link on the Course Menu." It is also possible to include a separate section in the syllabus with a guide to important links. CSM: How to Import the Accessible Syllabus Template from Canvas Commons CSM Syllabus Template CSM Faculty Handbook located on the VPI Faculty Resources page

Week 0

Use the Canvas Syllabus Course Summary as a guide

Check for completion	Task	Notes
	Send An Announcement To Welcome Your Students	After you have published your Canvas course and it is open for students to participate, then you can contact registered students with the Canvas Announcements tool. Please be advised that both students and faculty have control over their Notifications in their Account menu. You may need to tell students to allow notifications from you so that they do not miss important announcements.
	Double Check and Remove Unnecessary Links From Course Navigation Menu	
	Check Course Details Settings	
	Verify Assignment Groups Are Correct For Weighted Totals	
	Validate Links	
	Add Requirements and/or Opening Dates To Module Items	
	Verify Course Content Is Accessible using Canvas Accessibility Checker	
	Publish Your Course	

Throughout Semester

Check Student View to ensure students are seeing what you intend

Check for Completion	Task	Notes
	Publish/Unpublish Course Materials/Modules as Needed	
	Check Assignment Due Dates	
	Send Announcements	

Regular and Substantive Interaction

The College of San Mateo is committed to ensuring quality online teaching and learning. Our Policy on Regular and Substantive Interaction is our guiding document. All faculty are required to successfully complete our 5-hour Regular and Substantive Interaction course before teaching online.

Any portion of a course conducted through distance education must regular and substantive interaction between instructor and students (Title 5 Regulation Section 55204 Instructor interaction may be accomplished in a variety of ways and is subject to local definition, however, it must be able to be verified by the college to comply with federal regulations.

Instructor-initiated regular effective interaction requires early, continuing, and consistent communication from the instructor of record. This includes the instructions for accessing the course and directions on how to use the tools and materials. In other words, this means more than just a Q & A or FAQ discussion.

Paramount to the development and actualization of Online/ Hybrid courses is the responsibility of the instructor to ensure substantive regular and effective interaction with students. This challenge is often equated as parity with face-to-face (F2F) courses. This means that interaction and content delivery must parallel a F2F class.

The Canvas course "shell" must be developed to be more than a "container for lectures" and multiple-choice tests. An Online/Hybrid instructor must create active interactions between instructor and student and between student and student. Online tools can provide methods for achieving both synchronous (real-time) and asynchronous interaction.

Use Canvas. Faculty teaching Online/Hybrid courses may only use Canvas and the tools within the Canvas environment as the learning management system for Online and Hybrid course delivery.

Instructor Presence. Instructors needs to 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)

Office Hours. Regular contact hours should be listed through published office hours (whether virtual or F2F) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.

Feedback. Timely feedback must replicate the contact of F2F courses, with communication between faculty and students occurring no less frequently than in a comparable F2F course. Instructors should clearly indicate when they will be available to students, and when they will not be available (i.e., weekends, vacations, holidays, if appropriate), how often they will respond to student work, and in what manner they will respond to student work (i.e., email, text message, phone, online chat). SMCCCD best practice guidelines suggest instructors should answer student questions as soon as possible within 24 hours, the outside being 48 hours.

Feedback must be substantive, i.e., of an academic nature, whereby the interaction furthers learning or assesses learning, rather than being organizational or procedural communications. Proving a score or grade is not considered substantive. The December 2014 Dear Colleague letter explains, "merely grading a test or paper would not be substantive interaction." The December 2014 Dear Colleague letter further explains, "merely grading a test or paper would not be substantive interaction." Best practices include using rubrics, providing inline annotations on submitted documents, and leaving constructive comments via text, audio, or video messages in SpeedGrader.

Substantive Interactions. Interaction between faculty and students should use multiple channels, besides just Conversations, the email tool in Canvas. Discussions, and regular announcements, are an added but minimal way to connect with students. Interaction must be substantive, i.e., of an academic nature, whereby the interaction furthers learning or assesses learning, rather than being organizational or procedural communications. Best practices are that faculty should use a variety of communication tools available in Canvas in their classes. These tools include both real time modes, such as Chat and Conferences and asynchronous tools such as Conversations, which is the email/inbox app in Canvas.

Instructor Initiated Interaction. Instructors will regularly initiate interaction with students on a group or one-to-one basis. The instructor should be cognizant of the degree to which students are participating in the course and review such participation regularly – similar to how a face-to-face instructor is constantly aware of how many students are attending and participating in the class. Based on the Distance Education Guidelines (2008) published by the CCC Chancellor's Office, the DE instructor is responsible for initiating regular contact with students to verify their participation and performance. Note that responding to queries from students alone does NOT meet this criterion. The following statement is made in the December 2014 Dear Colleague letter:

> "We do not consider interaction that is wholly optional or initiated primarily by the student to be regular and substantive interaction between students and instructors. Interaction that occurs only upon the request of the student (either electronically or otherwise) would not be considered regular and substantive interaction."

Student to Student Contact. Faculty will ensure ongoing regular and substantive student-to-student contact. Best practices include implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth. Collaborative tools within Canvas are often one of the best ways to achieve student to student interaction, in addition to discussions.

Third-Party Integrations. Best practice for the application of FERPA guidelines requires single sign-on and that Assignments and Grades are only kept with Canvas, the District required Course Management System. Use of publishers' materials compromises student's private data if faculty send the student out of Canvas or directly to a publisher's site. Canvas enables LTI integration of publisher content with a single sign on. This integration allows faculty to keep all student data within Canvas on the District Servers and therefore not violate FERPA.

Adapted from the [Pasadena City College Distance Education Handbook](#)

Copyright Concerns

U.S. Copyright Law protects the rights of content creators in their creative works while encouraging the creation and propagation of new works. Thus the law grants copyright holders exclusive rights to control the use of their work while providing exceptions to permit certain use of copyrighted works for private use, in-classroom use, fair use, and the TEACH Act that are vital to teaching, learning, and research. Copyright infringement occurs when uses of copyrighted content exceed such exceptions or permissions resulting in lawsuits, money damages, and in some cases, criminal prosecution with jail time.

The San Mateo Community College District acknowledges and encourages the appropriate use (i.e., reproduction, distribution, performance, and display) of copyrighted works for teaching and research purposes within the framework of the copyright law. Faculty members are legally responsible for adhering to the provisions of the U.S. Copyright Law. This guide provides information on the copyright law, and the doctrines and acts associated with the law when seeking to use third-party copyrighted content in teaching. The District makes every effort to assure the accuracy of this information but does not offer it as counsel or legal advice.

The CSM Library has extensive information about copyright that you will want to consult before including any copyrighted work in your online or partially online courses. Copyright law treats digital and non-digital copyright-protected works in a similar manner. However, use of copyrighted content in online learning settings is treated differently.

Instructional Use of Video

Exemptions to the anti-circumvention provisions of the DMCA allow faculty and students to excerpt copyrighted video content for lectures and class projects. The new exemptions will allow faculty in all fields and "film and media studies students" to use encrypted video content and clip 'short portions' into documentary films and "non-commercial videos." The agency has not defined short portions. This means that any faculty, in any field, can legally extract movie clips and incorporate them into lectures. Additionally, faculty 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 faculty to compile clips from disparate sources into a video compilation. This can result in an un-captioned video that will need to be made accessible. Work with your faculty resource areas for support in understanding the copyright policy on your campus.

Distance Education Course Evaluation

Courses taught in the hybrid or online modality are subject to the same rigorous review process as traditional face-to-face courses. The Faculty Handbook for Online and Hybrid Instruction is meant to complement the Faculty Handbook produced by the Office of the Vice President of Instruction, where complete performance evaluation details are outlined.

- CSM Faculty Handbook located on the VPI Faculty Resources page

The complete evaluation procedure for tenured, tenure-track and adjunct faculty is found in the Faculty Evaluation section of the complete AFT contract.
The Observation Form has a special section for online faculty starting on page 7.

Course Design Rubric Overview

Description

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development workgroup to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

The CVC-OEI maintains a page that has the most current revised copy of the OEI Course Design Rubric.

Sections

- Section A: Content Presentation
- Section B: Interaction
- Section C: Assessment
- Section D: Accessibility
- Peralta Online Equity Rubric

Section A: Content Presentation

Content presentation addresses how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Course Navigation

Navigation refers to how your homepage, course navigation menu, and content are designed for your students. Think about your course from a student's perspective (someone who may know nothing about Canvas or about your subject matter).

- How will they know where to begin?
- How will they know the order in which to move through content?
- How will they know how to find help?
- What might confuse them about moving around the course and finding content?

Learning Objectives

The learning objective is how students will demonstrate their learning. Students benefit from a set of clearly written objectives associated with each course unit or module that they will be expected to achieve before they begin working through the content. Students are more likely to be successful when they know what they are expected to learn and what they are responsible for. They should not have to exert any effort to find these objectives.
Following the OEI Course Design rubric, learning objectives should be included in each individual learning unit or module.

Student Support Information

Help students out by including campus and course policies in easy-to-find locations. Your syllabus and orientation module are good places; you might even consider adding specific policies to relevant places in the course. For example, adding your policy on late work to your directions for the first couple of assignments.

Considerations When Integrating Materials

When considering materials for a course, it is important to understand there are some issues that may outweigh the benefits. Before integrating new online materials into a course, it is necessary to make certain that the following criteria are met for best practices in online education and compliance:

Criteria	Considerations
Legal	• Title 5 regulations ([Section 59400](#)) and [SMCCCD Administrative Procedure No. 8.70.1 (AP 5030)](#) defines "required instructional materials" and access to these materials for students.
Financial	• In addition to tuition fees, students may incur additional class costs for publisher materials and access codes, third-party services, and/or software licenses. • How and where to purchase publisher or third-party tools is not always clear (online, bookstore, or bundled with the textbook). • Purchasing access codes or licenses online may be a violation of student privacy rights because it requires students to log in and use a credit card on a third party website. • Students who buy a used textbook may still have to pay full price to access the online homework manager or other online resources. • Often these costs are not refundable, creating an additional financial burden for students who drop the class.
Accessibility	• There is no guarantee that the materials will be accessible to students with disabilities. • For some students, assistive technology and support may be available, but it may require students to log on to third party websites, which can violate student privacy laws. • All materials must be evaluated for accessibility prior to adoption. Please contact [Bryan Besnyi](#), our District Web Accessibility Programmer, for additional information. • For more information and resources, please refer to the page on [Accessibility](#).
Copyright	• Take note of copyrighted materials and creative commons licensing. • Publisher materials are copyrighted. It is best to check with the individual publisher to ensure that this is their policy. • Creative Commons has a variety of license types. Be sure to check the license to see how the creator wants the work to be distributed, remixed, tweaked, or built upon. • For more information, please refer to the page on [Copyright Concerns](#).

Criteria	Considerations
Privacy	• All instructional materials must follow federal guidelines for student privacy, otherwise known as FERPA compliance. • Publisher and third-party websites are not always FERPA compliant. Some are hosted on third-party websites, meaning that students have to leave the Canvas order to access information or contribute to the course. If there is a chance that student educational record data – grade, comments, roster information – is stored on a website outside of Canvas, this could violate FERPA guidelines. Students cannot be required to use a site that requires them to reveal any information other than directory data. • For more information, please refer to the page on FERPA and Student Privacy.
Pedagogical	• While third-party materials are customizable, there is not as much flexibility about how the content is presented than there is in instructor-developed courses. • Differences between the third-party material (tone, type of content, organization) and what the instructor creates may be confusing for students. • Presentation of third-party material and assessments often do not encourage collaborative, student-centered or critical thinking activities. • It is not always clear to students how to access and use content, particularly if they have to register at third party websites, which adds to the student's cognitive load leaving less room to process important course content. • Students may be so overwhelmed by dealing with different content delivery systems that the course quality suffers.
Technical	• Faculty and student technical support for publisher and third-party tools must be provided by the vendor. • This shifts the focus of instructor from content delivery to tech support.

Adapted from the CVC-OEI Course Design Resources and the Pasadena City College Distance Education Handbook.

Section B: Interaction

Interaction addresses instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular and effective interaction, both between and among instructors and students.

Instructor-to-Student Interaction

There are a number of ways to stay in communication with students. An important part of this is to make sure you've let them know how and when they can expect to hear from you.

Pre-Course Contact

- The purpose of this communication is to welcome the students, establish a comfortable class environment, introduce the class syllabus, schedule, protocols, and/or establish a weekly routine.

- It's recommended this initial message be sent using WebSMART since not all students may have confirmed their Canvas accounts and so won't receive messages/announcements sent via Canvas.

Student-to-Instructor Interaction

Making sure your contact information is easy to find and in multiple locations means students will be able to contact you when necessary.

Places you might put your contact info:
- Home Page
- Syllabus
- Communication Plan
- Orientation/Getting Started module

There are many reasons why some students may feel reluctant to get in touch with "the teacher" (shy personality, cultural norms, bad previous experiences). Simply adding a welcoming statement like "I look forward to hearing from you" along with your contact info can do much to ameliorate their hesitation.

Student-to-Student Interaction

In the face-to-face classroom, students often interact with one another as a natural part of the learning experience. They chat before and after class, they participate in informal discussions, and they build relationships through study groups and other course-related interactions.

These off-the-cuff (informal) interactions where students are sharing in a more social, impromptu manner—sometimes termed "proximal discovery"—can get lost in an online course when students aren't physically in each other's presence. This rubric item is asking you to explicitly include course design elements that encourage meaningful student-initiated interactions.

- Set up "Student lounge" or "Class Q&A" open discussions
- Arrange voluntary "study buddy" pairings
- Use Collaborations as a class blog
- Use groups to set up special interest groups or "get ready for the mid-term" study groups

Meaningful Interaction Among Students

Meaningful interaction has an impact on student achievement and satisfaction, as reflected by test performance, grades, and student satisfaction (Roblyer & Ekhaml, 2000).

Students tend to learn and retain content better when they have the opportunity to discuss it with classmates as opposed to just learning through lectures and readings. (*The New Science of Teaching and Learning,* Tracey Tokuhama-Espinosa, 2010)

Here are some ideas to build on the asynchronous nature of online learning in order to facilitate structured student-to-student engagement.

- Craft meaningful discussion prompts
  - *Effective:* Assume one of the characters from this unit's novel, *The Grapes of Wrath*. Speak from their point of view about one of the internal conflicts depicted in the story.
  - *Ineffective*: Share your thoughts about *The Grapes of Wrath*.
- Keep discussion groups small to promote meaningful conversation and connections that can grow.
- Sprinkle "get to know each other" activities throughout the course rather than just in the first week or two.
- Encourage supportive (rather than competitive) student-to-student interactions: peer review, "share a tip" discussion, well-structured "real world" group projects.

Defining Student Participation

Include a description of expectations for student participation (both quantity and quality)
- in your Syllabus or Orientation module
- within the specific discussion assignment
- using the Canvas rubric tool
-

When appropriate, consider including an example discussion post/reply for students who would benefit from more guidance.

Adapted from the [CVC-OEI Course Design Resources.](#).

Section C: Authentic Assessment

Assessment address the variety and effectiveness of assessments within the course. Key elements include the authenticity and validity of assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Authenticity

- Unlike traditional assessments, an authentic assessment isn't simply about measuring rote learning or having students remember and restate the information. Instead, authentic assessment focuses on students' ability to understand, analyze, and integrate instructional materials and apply that knowledge to meaningful, real-world examples.
- Authentic assessments typically allow time for students to reflect on their work, and in some instances, include collaboration with peers.
- Examples of authentic assessment include:
  - performance of a skill
  - demonstrating use of a particular knowledge
  - simulations / role plays
  - portfolios
- It's not always possible to mimic a real-world environment in every assessment, but, as much as possible, go beyond basic multiple choice or T/F questions that don't ask more of students than regurgitating facts.

Validity

- We want to ensure the assessments we're using to measure student learning match with the original learning objectives.
- For example, if an objective states that "students will compare and contrast impressionist and modernist art styles", the correlated assessment won't just be a true/false quiz on vocabulary terms. Instead, students will be given some way to demonstrate their ability to compare and contrast the topics, whether that be in a discussion prompt, an essay, a curated visual project or something else.

Clarity

- Make it clear how students can successfully complete and submit the assessment and, ideally, let them know when and where they can expect feedback.
- For example, if a student has to submit a quiz on Canvas, the instructions should include some of the following:
  - whether or not notes or open books are allowed
  - reminder that students should have a stable internet connection for the duration of the quiz or exam
  - if the quiz can be taken on the Canvas app or should be done on computer browser
  - directions on how to submit the quiz once it is complete

Variety of Assessments

Both formative and summative assessments have value in teaching and learning.

- **Formative Assessment**
  - The idea behind formative assessment is to monitor learning while it's happening with the goal of determining comprehension, progress and learning needs. In other words, it's an effective way to improve teaching and learning for the current student. Formative assessments are typically low-stakes, like practice quizzes, first drafts, quick reflections or discussions.
- **Summative Assessment**
  - Summative assessment, on the other hand, is designed to evaluate student learning by comparing it against some kind of benchmark or standard of performance. These assessments are often high-stakes, like mid-terms, final projects, or a senior recital.

Frequency

- Testing is often seen as an unpleasant but necessary way to assess student performance. Here's an idea! Instead, think of testing as a useful teaching tool and develop a system that leverages the potential learning benefits of regular assessment, which are:
  - **Improving students' metacognition**. A student with strong metacognitive skills can therefore more successfully monitor, evaluate, and improve their learning
  - **Active retrieval**. The "effort" of retrieving information encodes it in long-term memory
  - **Making mistakes**. Receiving feedback on errors allows students to measure their progress and build on current knowledge (your feedback is crucial to this process!)
- Because formative and summative assessments provide different measurements, including assessments--with feedback--regularly throughout the course supports strong learning outcomes.

Feedback

- Students often don't know what to expect in terms of feedback from you. Those new to Canvas may not know how to access the feedback in their Gradebook so it's good to include a resource for that.
- Here's one example of how to format and explain assessment feedback in your Syllabus, Orientation module, or even in the assignment itself:
  - **Grading Comments**
    - Expected response times for grading are generally 1 week after due dates.
    - View grading comments by clicking on Grades in the course navigation menu and click on assignment comments and rubric results.
    - Questions about grading comments should be directed to me via the Canvas Inbox. There is a Comment feature within assignment submissions but those can sometimes get buried, so an Inbox message is best to make sure I see it and receive a quick response.

Adapted from the CVC-OEI Course Design Resources

Section D: Accessibility

The College of San Mateo is committed to accessibility. As part of this commitment, we have recently hired an Accessibility Specialist to work with our online faculty to help ensure all our online courses are accessible to students.

OEI Rubric Section D on Accessibility

- The OEI Rubric section D has 16 elements that are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course.

- To learn more about how to make your course accessible, please review the page called Accessibility Requirements and Skills in this online handbook.

What Needs to be Accessible?

- All web-based materials (HTML files, PDF files, PowerPoint presentations, Word documents, Excel spreadsheets, video files, audio files, images) for use with online, hybrid, blended, or face-to-face classes must be made compliant.

- This includes:
  - Content created by the instructor within your school's learning management system.
  - Files uploaded by the instructor to your school's learning management system.
  - Material created or controlled by the instructor, but hosted on another server.
  - Content provided by textbook publishers and other third-party websites.

Accessibility Checklist

As you format your Canvas pages and documents, make certain you address the following from the OEI Rubric:

- Headings
- Alt Text
- Descriptive Links
- Color
- Lists
- Tables
- Audio/Video

Training

The [CCC Accessibility Center](#) has many resources for accessibility training.

Peralta Online Equity Rubric

Of all courses offered at 114 community colleges, 12.3 percent are offered through distance education and nearly half of all courses have some online component. With more than 2.1 million students on 114 campuses, over 67 percent of California community college students are people of diverse ethnic backgrounds and roughly 53 percent are female. It is essential that all instructors, including those teaching in the online and hybrid modality, engage in ongoing efforts to reduce challenges, eliminate barriers, and close the online equity gap among our diverse student population, by:

1. examining the institutional, systemic and learning barriers that result in inequitable outcomes and disparate impact in course and degree completion rates in online education.
2. identifying disparities and challenges associated with online student equity, and identifying success strategies to address these inequities as it relates to course and degree completion.

In our efforts to better support student success, we have adopted [Peralta's Online Equity Rubric](#). The Peralta Equity Rubric is a research-based course (re)design evaluation instrument designed to help online teachers make the online course experience more equitable for all students. The rubric's criteria include: addressing students' access to technology and different types of support (both academic and non-academic); increasing the visibility of the instructor's commitment to inclusion; addressing common forms of bias (e.g., image and representation bias, interaction bias); helping students make connections (e.g., between course topics and their lives; with the other students); and following universal design for learning principles.

Adapted from the *[CVC Online Student Equity page](#)*.

Support Services and Resources Overview

Description

SMCCCD offers a variety of support services and resources for both students and faculty. It is important to provide links to your college's support services for your Online/Hybrid students.

Sections

- [Faculty Considerations When Integrating Technology](#)
- [Third-Party Apps in Canvas](#)
- [Creating Video Clips](#)
- [Captioning Services](#)
- [Student Resources for Online Success](#)
- [How to Contact Us](#)

Faculty Considerations When Integrating Technology

Below are some factors to consider for the successful integration of technology for student learning in your online or hybrid course:

- **Student Needs.** Take into account student's prior knowledge, level of technological literacy, personal interests, and those other things that make them unique individuals.

- **Learning Objectives.** Technology should align to the student learning outcomes for the course or objectives for the learning activity.

- **Learning Community.** Integrated technology should enhance the skills, mindsets, and beliefs of the learning community including the instructor implementing the tool but also members of the wider community including other instructors, administrators, and IT staff.

- **Technology Functionality**. Instructors should be responsible for vetting the features through hands on engagement with the digital resource. Navigate through menus, click all the places a student might click and play with the different tools being offered to find the obvious features and others that, for better or worse, sit below the surface.

- **Student Access**. Consider the type of device that the technology requires. Can it be accessed on mobile devices or only on a computer? Does the technology require a reliable internet connection for an extended amount of time or special browser extensions or software?

- **Infrastructure**. Consider the course site and district technology infrastructure which refers to the "back end" of the technology setup including but not limited to amount of bandwidth, servers, storage, and data hosting models.

Adapted from the "[What 7 Factors Should Educators Consider When Choosing Digital Tools for Underserved Students?](#)"

Third-Party Apps in Canvas

This is a selected list of some of the third-party apps that are available for use in Canvas. For a current list of district-supported tools, please visit the Instructional Technology page on the SMCCCD Faculty Gateway.

Zoom

Faculty can use Zoom to virtually meet with their students in real-time for office hours, virtual lectures, or virtual review sessions. To use Zoom in your Canvas course, please see the Guide to Adding Zoom in your Course.

Panopto

Panopto allows faculty to pre-record lectures, or to host and share Zoom recordings of live sessions with just their students. Record, live stream, host, share, and search videos with an all-in-one video platform.

Proctorio

Proctorio is an online proctoring software that uses identity verification, plagiarism detection tools, and content protection tools within Canvas to ensure your online assessment's integrity. It is a way to have proctored exams online.

Pronto

Pronto is an online messaging/chat system you can use to stay in contact with your CSM students.

Labster

Labster is a virtual lab simulation for your online lab science courses.

Early Alert

Early Alert supports students experiencing academic challenge. Using it can help students improve their learning processes and outcomes. Instructors submit referrals and counseling staff reach out personally to each referred student.

Google Collaborations

Collaborations leverages Google Docs, Sheets, or Slides. It allows all users to view and edit documents at the same time.

Turnitin

Turnitin is a plagiarism prevention service that allows faculty the ability to check student papers and written assignments for originality against internet sources, other student submissions, and academic databases. In addition, Turnitin provides teachers (and students) an "Originality Report," which is a color-coded report matching student writing with matching sources that used identical strings of words.

UDOIT

The Universal Design Online content Inspection Tool (U**DO**IT) was created by the Center for Distributed Learning at the University of Central Florida. U**DO**IT will scan your course content, generate a report, and provide instructions on how to correct accessibility issues.

Validate Links

In your Canvas Course Settings, use the Validate Links in Content link to have Canvas run a check on all your links.

Third Party Tools Request Process

If you are looking to pilot, or purchase, software and would like to integrate it with Canvas, then you will need to complete the Employee Technology Purchase Request Form.

The form asks some very important questions around who will support the technology, what type of student data is collected, etc. The support question is vital for both faculty and students. ITS, nor the local campus instructional technologist, support third-party applications, so it is good for us to know who we should direct students to in case they contact the general online course support helpline.

Resources

Employee Technology Purchase Request Form

Creating Video Clips

Overview

Research shows that creating short video clips that are 10 minutes or fewer are the best way to share information with your students. If the videos will be used for more than one semester, they are required to have [closed-captions](#).

Advantages of Making Short Video Clips

1. The ability to stop and start explanations and digest information at their own pace.
2. Quick access to a wide range of explanations at any time.
3. An alternative to detailed, text-based instructions which can be cumbersome to follow and decode.
4. Access to the best quality explanations.
5. Access to administrative and procedural information about a course.

Kay, R. (2010). "Examining the Use of Educational Video Clips on Distance Education." In Z. Abas et al. (Eds.), Proceedings of Global Learn Asia Pacific 2010 (pp. 4021-4024). AACE.

Faculty Tools for Recording Videos

- [Camtasia](#)
- [Zoom](#)
- [Screencast-o-matic](#)
- Panopto

Captioning Services

3C Media

- The DECT Captioning Grant offers funding for faculty, staff, and administrators of the CCC's for captioning of educational media. 3C Media Solutions is in partnership with DECT and provides service through the 3C Media Solutions' website. Funding covers educational content with no length restrictions at this time. This service is available while funding exists and may expire without notice.

- In order to submit captions through 3C Media Solutions, you will need to be the owner of the media and [register for an account](#).

- Instructors can access or upload their media either through the 3C Media website directly or the 3C Media integration in Canvas. Please refer to the [3C Media Solutions LTI guide](#) for step-by-step instructions on how to initiate and manage your media using the 3C Media integration in Canvas.

- Panopto is another solution that allows you to easily edit the auto-generated captions for accuracy.

Student Resources for Online Success

Below are selected student support and academic support services available online for our students:

Counseling and Student Services

In addition to our regular on-campus advising and counseling, Online/Hybrid students can take advantage of online counseling services at their home college. [CSM eAdvising](#)

Disability Resource Center

The Disability Resource Center (DRC) provides academic adjustments and support services for students who have a verified disability to ensure equal access to an education. Students who may benefit from permanent or temporary disability-related academic support services are encouraged to contact the DRC located in Building 10, Room 120, (650) 574-6438, or [email](#) to schedule an intake appointment. For more information visit the [Disability Resource Center website](#) online forms are available for your convenience.

Library

The libraries support remote access for both faculty and students, including remote access to library databases, search tools, catalogs, and a remote helpline via email and chat. Additionally, library faculty are available for designing custom library resource pages for distance education courses. For more information regarding the library's services, visit: [CSM Library](#)

Learning Center

The Learning Center (TLC) supports student success by providing tutoring, supplemental instruction (SI), workshops, and a variety of academic resources, by a team of student assistants, peer and graduate tutors, and knowledgeable faculty and staff who are ready to empower students. [CSM Learning Center](#)

Student Readiness Modules

The State of California's Online Education Initiative (OEI) has developed the [Online Readiness Modules](#), an innovative set of interactive tutorials and tools, which may increase a DE student's chance of success in any online course. These tutorials are interactive, helpful, and easily accessible.

How to Contact Us

College of San Mateo

Distance Education Contact Page

Glossary of Terms

Accessibility
In a classroom setting, course materials created with accessibility in mind require no adjustments for students requiring accommodations. They are designed with all levels of ability in mind from the start!

Accommodations
The term accommodation refers to making a modification for someone to gain access or participate as fully as others. However, this doesn't mean that if someone needs accommodations your materials are not accessible. There are cases where a student or employee will need accommodations regardless of the work you've put into your content. For instance, the changes you've made will not necessarily eliminate the extra time it takes to complete a quiz with a screen reader or without the use of a mouse - that accommodation of extended time is still important.

Alternative Text
An HTML attribute that is used to designate a title or description of an image. This is particularly helpful for students who use assistive technology (like a screen reader). Alt text should also be added for tables and images in word-processing documents.

Assistive Technology
Technology that is used to aid persons with disabilities.

Asynchronous
An approach to distance education in which instruction occurs outside a specific time and place. Email and discussion boards are examples of this type of learning modality in the online learning environment.

Authentication
Verification of students' identity.

Canvas
The learning management system used at San Mateo County Community College District.

Caption Overlay
An integrated process between a caption service provider and a streaming video platform that adds captions to videos without altering the original works.

Course Cartridges
Pre-built publisher course material, sometimes also referred to as e-packs.

CVC-OEI

Is the acronym for the California Virtual Campus – Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.

Directory Information

Information which institutions may usually release without student permission. Directory Information includes: Student's name and dates of attendance; Participation in officially recognized activities and sports, including weight, height and high school graduation of athletic team members; Degrees and awards received including honors, scholarship awards, athletic awards and Dean's List recognition.
NOTE: A student can restrict the release of any or all "directory information" by requesting that it be kept confidential.

Distance Education

Title 5 defines distance education to mean 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).

DE Addendum

A supplemental document detailing the distance education component of a course that undergoes a separate Curriculum Committee approval process.

F2F

Is the acronym for face-to-face. Instruction that takes place in the classroom. Face-to-face instructional time is not replaced by the distance mode. However, course materials may be made available to students at least in part online, and the learning support and office hours may be provided at least in part online.

FERPA

Is the acronym for The Family Educational Rights and Privacy Act of 1974 . It provides guidelines for access to and release of student educational records.

Flipped Classroom

An approach to web-enhancing a course where content is delivered for homework via instructional technology, and classroom time is used for interactive group and project-based activities.

Formative
The goal of formative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

High-Stakes Exam
An exam that represents a large portion of the final grade.

Hybrid
Courses that substitute a portion of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

Instructional Design
Instructional design involves the identification of the performance, skill and knowledge gaps of a particular group of people and creating or selecting learning experiences that close this gap. Instructional designers base their learning decisions on cognitive psychology, instructional theory, and best practices.

LMS
Is the acronym for learning management system. A platform for online learning such as Canvas, Blackboard, or Moodle.

Lecture Capture
Technology and tools that are used to record instructors' lectures.

Metacognition
Awareness and understanding of one's own thought processes.

Multimedia
Multimedia refers to the presentation of information and instruction through a combination of graphics, audio, text, or video. Multimedia instruction is often interactive.

Netiquette
A term derived from 'network' and 'etiquette' which refers to the appropriate manners and protocol for communication in online interactions.

Objective Test
Tests in which there is only one correct answer. Multiple-choice, fill-in, true/false tests are examples of objective tests.

Online Courses
Courses where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links

to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online, via proctoring arrangements, or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

Online Learning
The term online learning is often used synonymously with eLearning. It is an umbrella term that includes any type of learning accomplished on a computer and usually over the Internet.

OEI
Is the acronym for the Online Education Initiative, the overarching California Community College (CCC) initiative, funded by the CCC Chancellor's Office, that provides support to college online teaching and learning programs and coordinates resources and services available to the entire CCC system. Resources include the Common Course Management System (CCMS) and other components such as student resources, faculty resources, other technology resources, and research and policy documentation.

OEI Rubric
The 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 has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

OER
Is the acronym for Open Educational Resources, which are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. "Open educational resources" include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (language from SB-1359).

PBL
Is the acronym for Project-Based Learning, an approach to instructional design in which class projects are used for learning course content. This allows students to not just learn the course content but to also apply the content in a way that could have real world applications.

Summative
The goal of a summative assessment is to measure what students have learned or mastered, usually in the form of a grade.

Synchronous
Online learning that happens at the same time. Chat rooms and live video-conferencing are examples of this type of learning modality in the online environment.

UDL
Is the acronym for Universal Design for Learning. An educational framework based on research in the learning sciences that guides the development of flexible learning environments that can accommodate individual learning differences. Curriculum created with UDL principles in mind should address multiple means of representation to give learners various ways of acquiring information and knowledge, multiple means of expression to provide learners alternatives for demonstrating what they know, and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Zero Textbook Cost
Zero Textbook Cost (ZTC) means that a course has eliminated conventional textbook costs, including required publisher's homework platform access codes. Instead, the course utilizes alternative instructional materials and methodologies, including the learning management system in use by the college and open educational resources. Discretionary student printing of instructional materials shall not be considered a cost as part of ZTC (language adapted from California Education Code – EDC Section 78052).