



Distance Education Faculty Handbook

About this Handbook

The Clovis Community College Distance Education Handbook has been developed based on the recommendations of the Distance Education Advisory Committee. Faculty may refer to this handbook to find mandatory policies and procedures for creating and teaching online courses. This handbook also includes best practices for course design and delivery.

Distance Education Goals

The goals of this handbook:

- Inform and guide CCC faculty in the creation of online course materials
- Identify resources by which CCC faculty can evaluate and improve their online materials
- Assist CCC faculty in the creation and submission of courses that align or meet exemplary standards of the OEI Course Design Rubric

Support of College Mission and Vision

The mission of Clovis Community College is *Creating Opportunities – One Student at a Time*:

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

VISION STATEMENT

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

Education Master Plan Alignment: Access, Teaching & Learning, and Supporting Student Success

The Distance Education program aligns itself with these three overarching goals of the 2017-2027 Educational Master Plan:

- **ACCESS:** Expand opportunities and remove access barriers
- **TEACHING & LEARNING:** Promote excellence and opportunities
- **SUPPORTING STUDENT SUCCESS:** Provide comprehensive services while promoting equity

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Distance Education Polices and Processes

Definitions

Descriptor	Definition	Curriculum	Notes
Fully online	Distance Education is defined by Title 5 Section 55200 "as...instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology." Clovis Community College interprets this as online courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality, using the California Community College's Proctoring Network. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Distance Education (DE) form and follows all quality measures as outlined in Title 5 Distance Education Guidelines (i.e. Regular Effective Contact)	Readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with students.
Hybrid	Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to a Clovis Community College site for any reason (testing, orientation, etc.).	Requires separate Curriculum Committee approval with Distance Education (DE) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact).	Requires faculty readiness standards are met prior to online teaching. Face-to-face class meetings must be clearly identified in the printed Schedule of Courses and in WebAdvisor.

Acceptable Use Policy

State Center Community College District ("SCCCD") owns and operates a variety of computer systems for use by its faculty, students, and staff, and they encourage the use of its computer systems for education, academic development, public service, and other educational related purposes. When using SCCCDC computer systems, all users are required to abide by the rules of this policy and use the system in an ethical and lawful manner.

[Acceptable Use Policy](#)

Student Privacy

Family Educational Rights and Privacy Act – At Clovis Community College we are aware of students’ rights to privacy and understand how to protect these rights.

Policy Guidelines	What this means at Clovis Community College
<p>The Family Educational Rights and Privacy Act (FERPA) (see 20 U.S.C. § 1232g and 34 CFR Part 99) protects personally identifiable information (PII) from students’ education records from unauthorized disclosure. FERPA defines education records as “records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution” (see 34 CFR § 99.3 definition of “education record”). FERPA also defines the term PII, which includes direct identifiers (such as a student’s or other family member’s name) and indirect identifiers (such as a student’s date of birth, place of birth, or mother’s maiden name) (see 34 CFR § 99.3 definition of “personally identifiable information”). For more information about FERPA, please visit the Family Policy Compliance Office’s Web site FERPA.</p>	<p>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 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. For faculty/course evaluations, evaluators are given access privileges that do not include viewing student grades within the LMS.</p>

Violations of these kinds are most likely to occur when adding observers, evaluators, tutors, or teaching assistants to a course. When adding individuals to the course, please use the following roles to ensure that student privacy is not violated:

- Observer – Faculty added through the peer-observer process (e.g. peer-evaluations) are expected to observe and comply with FERPA requirements.
- Tutor – tutors can view course content, add announcements, and communicate with students using the inbox/messages in Canvas. Tutors should not be able to see student submissions or student grades.

Faculty Preparation

The Curriculum Process

1. Faculty seeking to create or adapt a course for online instruction should first see the curriculum analyst, who will provide the Distance Education Addendum and Creation and Modification signature forms.
2. Faculty will need to attend Tech Review, where the Curriculum Chair and the Curriculum Analyst will review forms before formal review by the Curriculum Committee.
3. New coursework requires a first and second read in the Curriculum Committee. Approval of DE Addendums for existing, active courses will be done by consent agenda.
4. New courses that were never taught in a face-to-face or online modality will be approved by ECPC, the board, ACCJC, Federal Student Loan Agency, and the California Community College Chancellor's Office. New courses usually take one year to complete the curriculum cycle. Courses being rewritten for distance education can be approved within one semester if submitted within the first six weeks of the fall or spring semester.
5. The DE Addendum is available in Elumen.

Before Teaching Online

Prior to teaching online, faculty are expected to have basic computer skills and meet Clovis' online teaching certification requirements. Basic computer skills include the ability to create and manage digital content. Faculty must also ensure that it is accessible. Certification means that faculty understand the best practices for teaching in an online modality.

Prior to teaching online, faculty are expected to have the following basic computer skills

- Operating microphones and webcams (configuring, playing, and recording)
- Managing files (saving, editing and uploading to cloud-based systems)
- Communicating online through synchronous (i.e. web conferencing) and asynchronous (i.e. emailing) methods
- Word processing – creating, editing, and saving documents in various formats (.pdf, .docx, etc.); using structural formatting techniques (headings, sub-headings, lists, etc.) to create accessible documents; and inserting accessible tables, graphs, and images
- Managing videos (linking and embedding accessible media)
- Using the Internet, including a basic level of information literacy (see [Common Sense](#))
- Using the LMS – Uploading content; creating, designing, and editing course modules; creating accessible content; creating announcements, discussion forums, and assignments; and managing notifications

Faculty Certification

Faculty new to online teaching will need to complete Clovis' Online Teaching Certification prior to teaching an online course. Clovis will also accept certifications from faculty who have been certified to teach online through @One or from another recognized distance education training program, like UCLA Extension. Faculty must present a certificate of completion and the opportunity to review at least one previously created course shell.

The OEI Course Design Academy

After teaching online for at least one semester, faculty are expected to work with the Instructional Designer, Distance Education coordinator and/or Peer Online Course Reviewer to submit their online course to the OEI Course Design Academy. This can include an evaluation and revision of their online course, using the Course Design Rubric and may be updated in the future. Faculty will also be invited to become Peer Online Course Reviewers, after their own course has gone through review.

Training and Support

The distance education program offers certification and continuing support for faculty teaching fully online and hybrid courses. Interested faculty may attend any of the following events each semester:

- DE Certification – Clovis Community College offers its own Online Teaching Certificate. The course is facilitated by our Distance Education Coordinator and instructional designer. Faculty have the opportunity to take a fully online training during the regular semester or, when offered, complete a hybrid training over the summer. Successful completion will require both participation and completion of the class, as well as completion of two or more modules for their online course. Fall/Spring sessions run six weeks through the semester, usually starting the third week of instruction. Faculty can be expected to work five hours each week to complete the training content, for a total of 30 hours. Faculty may submit for salary advancement units prior to beginning the certification. Summer Sessions, when offered, run two weeks in the summer.
- DE Series Flex Events – These trainings cover a variety of topic related to distance education and are announced each semester in the Flex schedule.
- Once faculty have completed their certifications and taught the course online one semester, all C-ID courses will need to be submitted to the OEI's Course Design Academy.
- Online Support – The DE program has developed various Canvas shells faculty can use to access additional training for DE policies and course tools. Faculty can use the following self-enroll links to access these Canvas training courses.

- [Canvas Instructor Orientation](#)
- [Distance Education Certification Refresher](#)
- [Course Tools for Canvas](#)
- [Using Video and Video Conferencing](#)
- [How Students Use Mobile Technology](#)
- [O365 Training](#)
- [Accessibility Training](#)
- DE Listserv – Faculty should join Clovis’ DE listserv to ensure they receive announcements and notifications concerning the distance education program. Faculty can request to be added to the DE Listserv by notifying the DE Coordinator.

Teaching Online

Interaction and Collaboration

Title 5 [Distance Education Guidelines](#) section 55204 state

Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Distance education courses are required to engage in regular and effective contact in with students. At Clovis Community College this means that all instructors will use the campus' LMS and keep record of such contact. This contact is instructor initiated, so it should be made clear to students in the syllabus the modes of communication, where students can expect to receive communication in the course, and how often they should expect communication. Instructors can use tools like the following to communicate with students:

- Chat
- Speedgrader
- Discussion Board
- Announcements
- Video Conferencing, like Zoom
- Collaborative tools

Clovis Community College values courses that are designed according to best practices. Each distance education course should follow the [Online Education Initiative's rubric](#) and include the following elements:

Class Assignments:

- Courses should include instructor designed material and should not exclusively rely on publisher's material.
- Instructors should monitor content activity to encourage student's participation and to keep discussions on topic.
- Student feedback needs to be timely (frequency and response time should be stated in syllabus).

Discussion Board

- Create a specific forum for questions regarding the course.

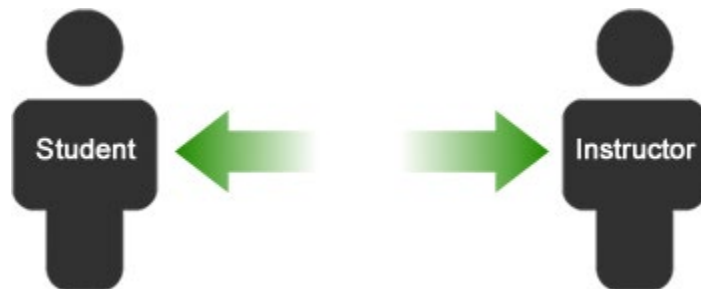
- Pose questions in the discussion boards, which encourage various types of interaction and critical thinking skills among all course participants.
- Encourage student-to-student interaction in the discussion boards.

Communication:

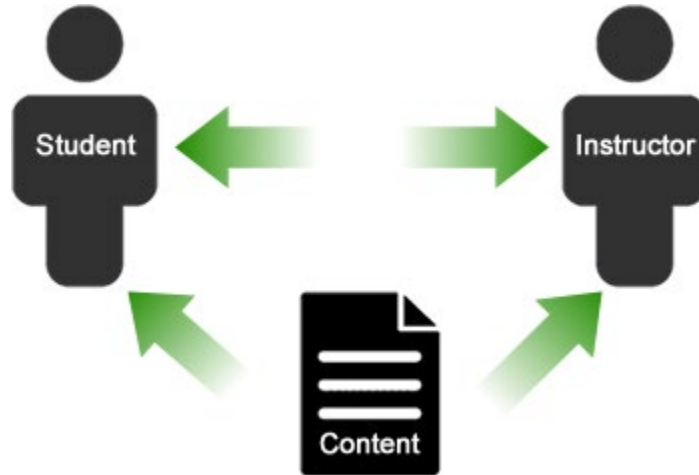
- Creating multiple opportunities and times for students to communicate with their instructors by means of asynchronous and or synchronous modes.
- Give frequent and substantive feedback throughout the course.
- All effective communication needs to be in a form that can be documented and verifiable.
- If you are going to deviate from the stated communication policy, let your students know.

Clovis also encourages instructor/student; instructor/student/content; and or instructor/student/interface interaction. These interactions allow students multiple opportunities and times for interaction to communicate with their instructors by means of asynchronous and or synchronous modes.

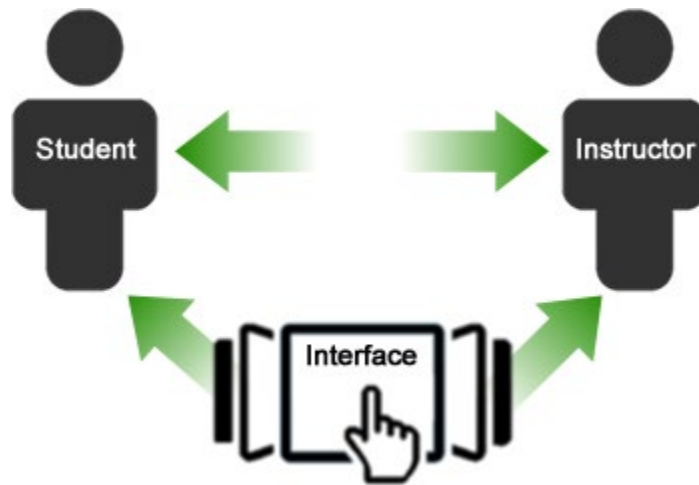
Instructor and student interact individually through chat, e-mail, or conferencing.



Student and instructor interact through course content, most likely this will include feedback. It could also include videos, i.e. the instructor posts a video, student complete an assignment using the video content, and then receives feedback from the instructor on the submitted assignment.



Student, instructor, and interface interaction include the design aspects of an instructor's course. The goal of this type of interaction is that students can find what they need when they need it, and that the interface is not a distraction to student achievement.



Evaluation and Review Process

Courses are reviewed on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction. Peer evaluation of the instructor will be accomplished via approved methods as agreed to by the Academic Senate, the bargaining unit (SCFT Local #1533), and the District.

Since evaluators cannot complete student surveys in an online course through the same means as face-to-face evaluations, faculty evaluated for distance education courses will follow this process to complete student surveys:

1. The evaluator should notify the Distance Education Coordinator of the evaluation. The DE Coordinator will notify Institutional Research so they can generate a student survey. The DE Coordinator will notify the faculty member being evaluated and post an announcement with a link to the survey in the Canvas course. Reminders will also be posted. Student surveys must be sent before the 15th week of the semester.
2. The evaluator will contact the faculty member being evaluated and ask to be added to the course for one week.
3. The evaluator and/or faculty member being evaluated may contact the DE Coordinator to add/remove observers from the course.
4. Student surveys will be collected by the dean's administrative aide from Institutional Research.

Sample Notice to Students:

Dear Students,

Clovis Community College periodically evaluates instructors, and we value student feedback for this process. Please click on the link and complete the student evaluation of your instructor. Your instructor will not see your comments until the end of the semester and the survey process is anonymous. Your participation is greatly appreciated and allows Clovis Community College instructors to continually improve their courses.

Thank you for your participation.

Classroom visitation protocol for online courses

When an administrator visits a face-to-face class in session, the instructor, in general, has been verbally notified ahead of time, is present in the room, and aware of the visitation. It is appropriate to assume that the same notification protocols should exist during visitations in the

virtual classroom. Visitations may be requested for several reasons, including to ensure that regular effective contact is taking place according to the established Clovis Community College Regular Effective Contact Policy. Because technology allows for administrators to observe an online course without the instructor's knowledge, the following protocol will be followed by Clovis Community College administrators:

- To the extent that it is reasonable and practical, instructors will be notified ahead of time of the online visit by the appropriate administrator.
- The administrator will follow-up with the instructor following the visit. This may be a follow-up email, conversation, or follow the student complaint process.

Course Policies

In addition to the policies required in all syllabi, as defined in the Faculty Handbook, distance education faculty should include policies and information specific to distance education.

- Course Attendance and Participation – although distance education courses do not physically meet with students, all courses should include a policy in the syllabus how student participation/attendance will be measured. This can include student assignment submissions or discussion board participation. It cannot be a mandatory synchronous meeting, and the face-to-face times for hybrid courses also do not count. The online portion of a hybrid class must have separate participation that meets the Title V requirements for regular, effective interaction.
- Contact – online courses should have clearly explained contact policies.
 - *“My office hours are Monday-Thursday 2:00-2:50 and Friday 1:00-1:50 in AC1-999. In addition to my office hours, I am available for online office hours through CCC Confer. Please see e-mail information to log in for online sessions. I also am available at 559-549-999 from 9:00 AM-3:00 PM and by e-mail. Email is my preferred method of communication. I will respond to e-mails within 24 hours. Include your first and last name and course and section number in the subject line of the e-mail. If you have not received a response within 24 hours, please contact me again, in case I did not receive your communication. Additionally, I strongly encourage students to contact me with class-related questions in the Q&A forum. I will check this forum daily and many of your other classmates may have these questions as well! Finally, I will post comments on all graded assignments. Please check Canvas for comments on assignments.”*
- Drop Policy – students can be dropped from online courses as per the [catalog](#). Faculty should have a clear syllabus policy indicating how and when students will be dropped from online courses.

- Title IV Considerations – Several online programs in the community college system have been targeted by financial aid fraud schemes in which a ‘student’ registers for an online course, logs in, and then drops the course after financial aid funds have been dispersed. Federal and ACCJC guidelines indicate student login3s to distance education courses *no longer count* as student participation, and students must provide evidence of academic engagement. According to the U.S. Department of Education: “...institutions [need] to take steps necessary to ensure that **students are academically engaged** prior to disbursing Title IV student aid funds.” **If students do not begin attendance, Title IV funds must be returned** (34 CFR 668.21(a) (Runcie & Ocha).
- Student Support – Online instructors should include syllabus information that explains how students can access support. It is encouraged that instructors have pre-course contact with links to institutional services, such as disability services, online counseling, online tutoring, online readiness, the library. In addition, technology support should be explained to students, and relevant contact information and/or links should be easily found. Links to technology support and trouble-shooting tips are should also be provided where they may be needed throughout the course.

Accessibility

All courses should be 508 compliant. This means that all content and material is accessible for students with who are visually or hearing impaired *before* they enter a course. This includes documents that are designed to be read by screen readers, captioned videos, images that include alt tags, and all publisher content. It is the responsibility of the faculty member to make sure that all publisher content is accessible. Faculty should have a thorough knowledge of how to make content accessible, especially, if they teach online. Please see the Clovis Community College website for accessibility [resources](#).

Student Readiness

Resources to prepare students for online instruction are available.

- [Are You Ready for Online Learning?](#) This self-paced course is for students new to online learning and students who are considering enrollment in an online course. It is adapted from the Quest for Success online course developed by the OEI, and includes the Smarter Measure assessment. Smarter Measure is an assessment provided by the OEI that helps students measure their online readiness. It also includes an introduction to online learning, which explores the common myths students new to online courses may have. Clovis Community College's Canvas Orientation is also included in this course. When students have completed the course, they are awarded a badge, which can be submitted as proof to other instructors.
- [Success in Online Learning](#) This self-paced course is also adapted from the Quest for Success online course provided by the OEI. It has been adapted to reflect Clovis Community College resources, like tutorial, counseling, library, and career services.
- Information Systems 11, Learning and Working in a Digital Society, is a two-unit course students can enroll in if they are struggling to meet the technological and learning demands that online courses require. Course Description: This course provides an overview of digital literacy topics such as computer hardware, software, LMS, creation and evaluation of digital content, security, and safety. This is a "hands-on" class learning to use the most common computer software programs and Learning Management Tools (LMT: Canvas). This course provides a look at the structure and components of digital learning, and an introduction to various applications with emphasis on word processing, spreadsheet applications, and presentation software. A grade of "C" or better in this course fulfills the computer Digital Technology Literacy requirement.

Course Content

- Open Educational Resources – faculty are encouraged to consider cost when choosing material for students. Faculty interested in using OER materials are encouraged to do so and may find more information on websites, like Merlot and Openstax.
 - Resources for Finding OER:
 - [Kirkwood Community College LibGuide](#)
 - [Community College Consortium for Open Educational Resources](#)
 - OER Resources:
 - [Merlot](#)
 - [OER Commons](#)
 - [OpenStax](#)
 - [OpenEd](#)
 - [California Open Online Library for Education](#)
 - Resources for Modifying OER
 - [Modifying an Open Textbook](#)
- Publisher Content – publishers offer a variety of content that can be integrated into online courses. Content for online courses should be integrated into the LMS. Common publishers have already been integrated in Canvas and can usually be accessed using the external tool for assignments. Faculty have the responsibility to ensure that all publisher content is accessible and integrated. Faculty should also augment their courses with their own materials, by including specific instructions, welcome videos, discussion boards, etc. Courses that rely heavily on publisher content may not be eligible for badging for the OEI.