



SMCCCD Academic Senate

Taskforce for Teaching & Learning

Guidance: Teaching Online for Summer 2020

The San Mateo County Community College District's goal is to provide intentional online course design and facilitation that is equivalent to face-to-face experience in quality, rigor, and engagement that support achievement of learning outcomes and student success. This guidance is developed to assist with the intentional online course design that may be necessary to assist faculty who had not originally prepared their course(s) for online, remote or a virtual modality.

Common Online Terms

Fully Online Course 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 and the Canvas LMS. Instructors require *no mandatory on-campus meetings*.

Asynchronous Learning refers to students' ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own time. Students are not required to participate in course activities at the same time.

Synchronous Learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not necessarily in the same place.

Regular and Effective Contact is defined as **contact between instructor and student, and among students in online classes**, that occurs regularly throughout the course. Regular and effective contact significantly increases student success and humanizes the online learning experience. For more information about regular and effective contact, please review [Title 5 Regulation Section 55204](#).

Preparation for Online Course Delivery

Faculty who teach in the distance education modality will successfully complete courses in the following areas: online teaching pedagogy, technical training in the Canvas learning management system (LMS), and accessibility best practices.

1. Completion of the Quality Online Teaching and Learning (QOTL) 25-hour training or approved equivalent (e.g., @ONE, other documented training from other Districts) within the last three years. Completion of the QOTL training is compensated. If there are specific questions regarding compensation for training should start with their respective Dean of ASLT.
 - a. The SMCCCD STOT training **does not** fulfill this expectation as the last training was offered in 2015.
 - b. If Faculty in the SMCCCD were actively teaching online prior to the COVID-19 emergency they are encouraged to engage in additional professional development opportunities, but are considered prepared for Summer.
2. Confirm a plan for asynchronous and/or synchronous online course delivery and communicate it as early as possible to students.
 - a. Plans that are **NOT okay**:
 - i. [Correspondence education](#) i.e. mailing packets to students;
 - ii. Solely relying on email interaction;
 - iii. Using a platform other than Canvas as a minimal point of access. (You can have other systems connected to your Canvas shell, but the Canvas shell for your course should be the initial point of access and you should maintain at least a minimal presence in Canvas.)
 - iv. Holding required synchronous online class meetings during times other than scheduled course meetings. *It is recommended that synchronous online class meetings are scheduled for no longer than 90 minutes in duration.*
3. Review the [Online Education Initiative Course Design Rubric](#).
4. Submit your course for consultative peer review and approval.
5. Familiarity with and knowledge of available [online student academic supports and Canvas help](#). Share resources with students in your Canvas course shell.
6. Syllabus preparation and necessary elements to get your class started

Faculty are encouraged to connect with their respective Distance Education Coordinator or ASLT Dean on your campus for more information.

Facilitation of Course Delivery Online

Faculty are responsible for the same course administrative functions as those teaching in a traditional classroom, including following the COR, choosing books and curriculum, verifying course rosters, adding students, and entering grades & timely student feedback. Faculty are responsible for creating and loading syllabi, assignments, exams/quizzes and populating the Canvas gradebook and calendars in their Canvas course shell(s).

Regular and Effective Contact

Instructor-initiated regular effective contact requires early, continuing, and consistent communication from the instructor of record. When initiating weekly contact with students, instructors may use a variety of activities and multiple assessment measures to accommodate different learning styles. Interactions are demonstrable and documented within the Canvas LMS. The following dynamic synchronous or asynchronous interactions qualify as substantive:

- Pre-course contact with students (welcome message, letter, syllabus, Course expectations, etc.)
- Announcements
- Chat
- Discussion boards
- Emails (Canvas Inbox)
- Feedback that is personalized where appropriate on assessments (assignments, discussions, quizzes, rubrics, etc.)
- Virtual Office Hours (scheduled & synchronous)
- One-on-one meetings
- Question & Answer Discussion Boards
- Content review sessions
- Synchronous online meetings, i.e. Zoom
- Timely & responsive video check-ins (nudge videos, temperature checks)

Note: *If you are not sure on how to achieve regular and effective contact in your course, contact your Instructional Technologist, Instructional Designer, or Faculty Lead for support.*

Accessibility Considerations

To ensure equal opportunity for students, faculty are responsible for ensuring that their online course and materials meet accessibility requirements. The following are accessibility requirements in online course design:

- Provide closed captioning for videos
- Provide alt-tags for images
- Provide documents and handouts in multiple formats (pdf, word) with heading structure
- Include heading structure in Canvas pages (Heading 1, heading 2, etc.)
- Use descriptive links for website addresses and links
- Provide transcripts for all recorded lectures and videos
- Use true-bulleted lists (unordered or ordered)
- Use color sparingly with appropriate contrast

Note: *For instructions on incorporating accessibility guidelines in Canvas, please visit the [General Accessibility Design Guidelines](#)*

Resources

- **Regulation and Accreditation Considerations**
 - [Clarification for Summer courses and requirements related to Title V and other standards \(including accreditation\)](#)
 - [Definition of Distance Education from ACCJC.](#)
 - [Policy on Distance Education from ACCJC.](#)
 - [Title V Definition of Distance Education](#)
 - [Title V Course Quality Standards](#)
 - [Title V Definition of Regular and Effective Contact](#)
 - Section 508 of the COR DE Supplement
- **Professional Development Resources**
 - [OEI Course Design Resources](#)
 - [Online Teaching Conference](#)
 - [CVC-OEI Faculty PD Resources](#)
 - [Skyline DE Handbook](#) (revision coming soon)
 - [CCC Accessibility Center](#)
 - [Universal Design for Learning \(UDL\)](#)