Distance Learning
Faculty Handbook

4th edition

Developed by the COS Distance Learning Committee

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Introduction and Purpose

Welcome Distance Learning Faculty! The College of the Siskiyous Distance Learning Handbook is designed to provide additional information about Siskiyou Community College District policies, procedures, and best practices for distance learning. This handbook is organized as an online document, so as to furnish information in a navigable format that can easily allow for supplementation and revision as policies and procedures develop and change.

The goals of this handbook are to:

- Articulate the mission and goals for distance learning, especially as they pertain to the College's [Institutional Master Plan](#).
- Provide technical and pedagogical support and resources for faculty teaching Online Anytime, Online Live, Hybrid Anytime, Hybrid Live, and Videoconference courses.
- Furnish information about training and mentoring for all distance course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to distance learning courses.
- Define course design and delivery standards that are consistent with our status as a California Virtual Campus-Online Education Initiative (CVC OEI) Consortium College.
- Offer comprehensive resources for ongoing faculty development.

Distance Learning Mission Statement

The online mission of Distance Learning at COS is to develop and deliver universally accessible, academically rigorous, and technologically engaging instruction that supports student success and degree completion. Our courses and programs provide the depth and breadth of a quality post-secondary degree education. We respond to community needs and promote faculty innovation.

Distance Learning Core Values include:

- **Quality:** COS provides high quality instruction and student support services to learners enrolled in distance learning classes.
- **Community:** COS connects faculty, staff, and students through virtual social and cultural events and digital media platforms.
- **Innovation:** COS maintains an atmosphere of professional growth and encouragement for faculty as they explore innovative teaching approaches and create quality learning experiences that inspire engagement in distance learning classes.

Distance Learning Committee

The Distance Learning Committee (DL Committee) is charged with providing direction and leadership on matters pertaining to academic quality, student learning, and institutional effectiveness in distance education at College of the Siskiyous. The Committee will advise and make recommendations to the Academic Senate regarding vision, policies, and implementations related to distance education.

DL Committee Chair: Maria Elena Fernandez, M.A.

[Visit the Distance Learning Committee Web Page](#) for meeting agendas and minutes.

What is Distance Learning?

There are official definitions at both the state and federal level which guide our understanding of Distance Learning at COS.

From *Title V, § 55200. Definition and Application:*
Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. 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).

From the *"Guide to Evaluating Distance Education and Correspondence,"* Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges*:*
 "Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously."

The *Code of Federal Regulations* defines Distance Education as education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously. For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency (ACCJC).

The technologies that may be used to offer distance education include:
- The internet
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices
- Audio conference
- Other media used in a course in conjunction with any of the technologies listed above.

Key take-aways from all of these definitions include:

- Instructors must be prepared for teaching in a distance learning modality.
- Course content must be sufficient and presented in an accessible format.
- Instructors should create a strong presence in the course.
- Instructors should provide regular opportunities for interactions with their students, and also among their students.

This Handbook contains resources and information to help you meet these expectations.

Distance Learning Modalities

College of the Siskiyous offers distance learning courses, certificates, and programs year-round in a variety of modalities, including Online, Hybrid, and Videoconference. All Distance Learning courses use the Canvas Course Management System (CMS) for their course shells and require an internet-connected computer or mobile device.

The following modality descriptions and instructor requirements are intended to be used in preparing course schedules and will be annotated in the online version of the schedule. The Division Deans, in coordination with the DE/Instructional Design Coordinator and Distance Learning Admin Coordinator, will ensure that instructors utilizing any of these modes have successfully completed appropriate training as indicated prior to being assigned the course.

Online Modalities and Requirements

Online Anytime (OA; asynchronous, with deadlines): Class takes place online anytime (with deadlines), but without scheduled live video conferences. These courses have weekly assignments and learning activities that require students to participate regularly. Some Online Anytime courses may use an online proctoring service for exams or assessments which may require the use of a webcam.

Online Live (OL; synchronous): Class takes place online live during scheduled times via Siskiyous Zoom or other synchronous technologies. These live courses have weekly assignments and learning activities that require regular attendance and participation. Course work and other activities may also take place Online Anytime, with deadlines. Some Online Live courses may use an online proctoring service for exams or assessments which may require the use of a webcam.

Requirements

1. Faculty must successfully complete all online teaching requirements as established by [AP 4105](#) and the Academic Senate.
2. *Schedule note*: For online courses, the following schedule note will appear: "*Students enrolling in this course must have access to a computer and the Internet. Courses that require remote proctoring for exams may ask students to provide their own webcam. For Canvas login instructions and access to student*

*resources visit the COS Distance Learning/For Students web page at
https://www.siskiyous.edu/distancelearning/students.htm"*

3. *Curriculum Approval*: This mode requires separate review and approval from the Curriculum Committee. [§ 55206. Separate Course Approval.]

Hybrid Modalities and Requirements

Note: Hybrid courses always have an on-campus presence.

Hybrid Anytime (HA; asynchronous, with deadlines): Class takes place partially on campus at scheduled times and partially Online Anytime (with deadlines). These courses have weekly assignments and learning activities that require students to participate regularly. Some Hybrid Anytime courses may use an online proctoring service for exams or assessments which may require the use of a webcam.

Hybrid Live (HL; synchronous): Class takes place partially on campus and partially Online Live at scheduled times. These courses have weekly assignments and learning activities that require students to participate regularly. Course work and other activities may also take place Online Anytime, with deadlines. Some Hybrid Live courses may use an online proctoring service for exams or assessments which may require the use of a webcam.

Requirements

1. Faculty must successfully complete all online teaching requirements as established by AP 4105 and the Academic Senate.
2. *Schedule note*: For online courses, the following schedule note will appear: "*Students enrolling in this course must have access to a computer and the Internet. Courses that require remote proctoring for exams may ask students to provide their own webcam. For Canvas login instructions and access to student resources visit the COS Distance Learning/For Students web page at https://www.siskiyous.edu/distancelearning/students.htm*"
3. *Curriculum Approval*: This mode requires separate review and approval from the Curriculum Committee. [§ 55206. Separate Course Approval.]

Videoconference Modality and Requirements

Videoconference courses take place on campus and at one, or several, regional classroom locations in Siskiyou County, located in Yreka, Fort Jones, Butte Valley, Etna, Happy Camp, Modoc, and Tulelake. The classroom sites are connected via Siskiyous Zoom. These courses have weekly assignments and learning activities that require students to participate regularly. Course work and other activities may also take place Online Anytime, with deadlines. Some Videoconference courses may use an online proctoring service for exams or assessments which may require the use of a webcam.

Requirements

1. Faculty must complete Videoconference specific training with Distance Learning staff.
2. Faculty must successfully complete all online teaching requirements as established by AP 4105 and the Academic Senate if the course is also Hybrid Live or Hybrid Anytime.
3. *Schedule note only for VC+HL/HA courses*: "*Students enrolling in this course must have access to a computer and the Internet. Courses that require remote proctoring for exams may ask students to provide their own webcam. For Canvas login instructions and access to student resources visit the COS Distance Learning/For Students web page at https://www.siskiyous.edu/distancelearning/students.htm*"
4. *Curriculum Approval*: This mode requires approval from the Curriculum Committee and hybrid VC courses fall under the same Title V guidelines for Distance Education courses. [§ 55206. Separate Course Approval.]

CMS-Supported Courses and Requirements

If instructors use the Canvas CMS but *do not* replace their classroom time with online instruction, this is a CMS-supported course. For example, these courses use Canvas to supplement a regularly scheduled, on-campus course so that students have additional access to course materials (e.g., learning resources, assignments, current gradebook, and discussion forums) and the ability to communicate online. The College's CMS cannot be used to replace the instructor's presence in the physical classroom

Requirements

1. Faculty must successfully complete Canvas CMS training.
2. *Curriculum Approval*: This mode does not require approval from the Curriculum Committee.

Canvas Course Management System (CMS)

COS utilizes the Canvas CMS for all online and hybrid modalities. Instructors may also select to use Canvas as additional support for their face-to-face courses if they have met the Canvas training requirement.

All instructors who use Canvas must first successfully complete a Canvas CMS Certification training. Instructors can provide evidence of Canvas certification from another organization or campus to canvas.admin@siskiyous.edu, or they can request to be added to the COS Canvas self-paced certification course.

For more information about using Canvas in your courses or to enroll in the Canvas self-paced certification course, please contact canvas.admin@siskiyous.edu

Curriculum Development and Approval

Proposals for the development of distance learning courses are initiated, evaluated and approved by full-time faculty in the discipline. In disciplines without full-time faculty, this process should be initiated with the approval of the appropriate Dean.

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

Distance Learning Course Proposals

Most disciplines can adapt on-campus courses for distance learning delivery. Courses that include clinical experiences and laboratories can be, and have been, offered via distance learning technologies. The decision to offer a course via distance learning must be made on a course-by-course basis within the appropriate departments, with consideration given to course content, student needs and the flexibility of the delivery mechanism. When faculty propose and develop a distance learning course, they often see their course(s) from a new perspective, which often results in improvements to both their on-campus and online courses.

Separate Course Approval

Title 5, Section 55206, requires that before an online course is provided it is separately reviewed and approved according to the district's course approval procedures. **Course Outlines** must be either created or updated before they can be submitted to the Curriculum Committee. Distance education courses should be reviewed and updated through the four-year cyclical review process of Program Review pursuant to Title 5, Section 55202. New courses should follow all current curriculum guidelines.

The **Distance Learning Addendum** requires documentation of how course outcomes will be achieved in a distance education mode. Additionally, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:
- Regular substantive interaction between instructors and students and among students;
- 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. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

- [Review the COS Curriculum Handbook](#)

Faculty Expectations for the Online Environment

The Office of Academic Affairs and your DE and Instructional Design Coordinator are actively involved in supporting the faculty to ensure adequate training and resources are made available. Learn more about what is required before you can be assigned to teach in the various modalities.

Online and Hybrid Teaching Requirements

As an educational institution, COS is committed to the quality of our students' learning, regardless of location or means of delivery. These requirements are supported by campus policy, the ACCJC (our accrediting agency), and the Academic Senate. Faculty training and preparation supports high-quality student learning and clarifies expectations for faculty interested in joining our online faculty community. Faculty interested in teaching in an online or hybrid modality must provide evidence of formal training in:

- The Canvas CMS
- Online teaching and learning, including training in accessibility.

Meeting the Online Teaching and Learning Requirement
As indicated by Title V, section 55208, "(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements."

The following requirements are indicated by [College of the Siskiyous AP 4105](#):
"Any instructor teaching an online course shall have completed the training on use of the Course Management System and training in online course pedagogy, which includes accessibility training, as required by the District, before the class commences." Deans, and hiring committees if applicable, will coordinate with Canvas Admin when hiring and scheduling for online courses to ensure practices are consistent with AP 4105.

To meet the online teaching and learning requirement, faculty should provide evidence of meeting at least **one** of the following criteria within the last 3 years*:

- Completion of one of the following @One training courses
  - Introduction to Asynchronous Online Teaching and Learning
  - Introduction to Course Design
  - Peer Online Course Review (through our campus or another campus)
- Completion of @One 12-week Online Teaching and Design Certificate
- Successful completion of the Online Education Initiative Course Design Academy (CDA) and alignment of a course to the OEI rubric.
- Certificate in online teaching and learning from an accredited higher education institution or from another California Community College Online Learning or DE Department.
- Certificate in online learning from a nationally-recognized organization (such as the Online Learning Consortium or Quality Matters).

Ongoing Professional Development Requirement
COS instructors who teach online must provide evidence of ongoing professional development if their certifications are over 3 years old, and every three years thereafter. You will be notified of the need to participate in ongoing professional development and/or training in online pedagogy, course design, or accessibility when your certifications are nearing the three-year mark. You may be eligible for enrollment fee reimbursement after successful completion of an approved @One course, or you may

opt to take an in-house self-paced accessibility course. You will be asked to submit any earned badges or certs to canvas.admin@siskiyous.edu to remain eligible for an online course assignment.

Technology Requirements

Faculty members should have technology sufficient for managing their online courses (e.g., reliable internet access, current computer with webcam for conferencing) and must use Canvas CMS to create and deliver their course(s).

Committee Participation, Program Review, and SLO Assessment

All faculty must participate in SLO assessment according to the collective bargaining agreement.

Full-time faculty must participate in program review and meet committee obligations. Adjunct Instructors are also welcome to participate on committees.

[View the current COS Faculty Contract](#).

Evaluations

All faculty are evaluated on a regular basis. Review the bargaining agreement (Article 19) and the evaluation form in Appendix E of the bargaining agreement to understand the items that are required for acceptable evaluations. Distance Learning student evaluations are conducted via Canvas.

Regular and Substantive Interaction

Federal and state guidelines state that "regular and substantive interaction" must be clearly evident among students in addition to between instructor and students. Regular and substantive interaction requires early, continuing, and consistent communication from the instructor of record, and among students.

For purposes of this handbook, regular and substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- Providing direct instruction
- Assessing or providing feedback on a student's coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion regarding the content of a course or competency
- Other instructional activities approved by the institution's or program's accrediting agency.

The instructor is responsible for ensuring substantive regular and substantive interaction with students, and among students. Additionally, through the faculty evaluation process, College of the Siskiyous ensures regular interaction between a student and an instructor or instructors by ensuring that course design supports, prior to the student's completion of a course or competency:

- the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency
- monitoring the student's academic engagement and success and promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Examples of Regular and Substantive Interaction
- Pre-course contact, such as a Welcome Letter, that includes instructions for accessing the course and directions on how to navigate the specific course, use the CMS tools, and access course materials.
- Distinct learning units or modules that include clear objectives, learning content, activities, discussions, formative and summative assessments, and opportunities for synchronous (real time) or asynchronous interactions between you and your students, and among your students.
- Providing your contact information with expected response times in your course syllabus, on your Course Home page if you use one, and in your Welcome/Intro module. Our CBA (Article 9.11) states that your response time to student questions or concerns be within 48 hours; however, a best practice is to respond within 24 hours and to be available for answering questions in both synchronous and asynchronous modes. Clearly indicate in the course syllabus when you will be available to students, and when you will not be available (i.e., weekends, vacations, holidays, if appropriate).
- Using Canvas and the tools within the Canvas environment as the learning management system for course delivery and communication. See also Third-Party Content guidelines in this handbook. These tools include both synchronous modes, such as Siskiyous Zoom, Pronto, and Chat, and asynchronous tools such as Inbox, Assignment comments, or discussion.
- Instructor-created videos and regular announcements 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).
- Timely feedback on assignments is crucial, with communication between faculty and students occurring no less frequently than in a comparable on-campus course. Your syllabus should let students know how often you will respond to student work, and in what manner you will respond to student work (i.e., via Pronto, Inbox, in Discussion, or via the Speed Grader).
- Use of collaborative tools, within Canvas, are often one of the best ways to achieve student to student interaction, in addition to discussions. Collaborative

tools can include class-edited Canvas pages, peer review discussions, small group discussions, Pronto, or group projects.

Faculty Office Hours

All faculty are expected to maintain regular and substantive interaction with their online students, which includes scheduled office hours, as per our CBA, Article 9.11. Your office hours should align with your modality. For example, if you are teaching Hybrid Live, you may hold either an on-campus or a virtual student hour. If you are teaching only Online Anytime, your office hours should be held virtually, as well as by appointment. Regardless of modality, all office hour(s) should be listed in your course syllabus, your Course Home page if you use one, and in your Course Welcome Module.

Siskiyous Zoom

COS has integrated Zoom into our Canvas instance. In order to use Siskiyous Zoom in your course shell, or from any other location, instructors must first have a Siskiyous Zoom account. If you do not have a Siskiyous Zoom account please [visit the IT Siskiyous Zoom Web page](#) for more information.

- All Online, Hybrid, VC, and CMS-supported courses can use Siskiyous Zoom within the Canvas course shell.
- On-campus VC courses are held in VC classrooms and utilize Siskiyous Zoom to connect classrooms. Training is provided by Distance Learning Support staff.

Faculty Virtual Office Hours or Student Hours can be held via Siskiyous Zoom. You can use Siskiyous Zoom two ways: within your Canvas course using the Siskiyous Zoom in the course navigation menu link or from your Siskiyous Zoom account.

From Siskiyous Zoom: create a single Zoom link for a general student hour, anyone can drop in and ask a question or discuss the reading. Post the link on your home page or another prominent area. Enable a waiting room and admit students manually (a best practice). Let students know they can request a different time/day to meet if they can't make the scheduled student hour(s) or if they need to discuss a more private matter, such as grades or other personal matters.

From within Canvas: Create the office hour in your individual Canvas courses. Using Siskiyous Zoom within Canvas. All instructors can find Zoom resources, FAQs, and best practices at the [Siskiyous Zoom Canvas shell](#).

Before Your First Online/Hybrid/VC Class

If you are new to COS (Adjunct or Full-time), you will be provided with initial hire paperwork from Human Resources. In this process, you will be provided with a COS email address and Profile/S-Number. All required paperwork and your COS profile must be complete before we can create your Canvas account and Course Development shells. If you are scheduled to teach in the upcoming semester, the Division Dean will ensure you have the necessary certifications as indicated by the modality.

Getting Started

Once you have your COS email address, Canvas Admin will create your Canvas account, and your course shells for the class(es) you will be teaching will be created after you have been officially assigned the course by the Office of Academic Affairs.

If you would like a Development Shell or Shells for your courses. Send your email request to canvas.admin@siskiyous.edu. For example:

Dear Canvas Admin,
Please create DEV shells for the following course(s):
ENGL 1001
ENGL 1502
Thanks!

Once you have your DEV shell(s), you can import a Canvas course file (.imscc file) from another campus you teach at or copy an existing COS Canvas course into the shell, for updating or revising.

You will be provided with a current COS Welcome Module that contains important student information specific to our campus. This module should be customized with your course specifics.

Videoconference Training

If you are scheduled to teach an on-campus videoconference course, you will be contacted by Distance Learning support staff to schedule your VC training with Anne-Marie Kuhlemann **before the start of the semester.** COS uses Zoom as its videoconference (VC) platform. Contact Anne-Marie Kuhlemann if you have additional questions: kuhlemann@siskiyous.edu | (530) 938-5520

Canvas Course Shell Creation Schedule and Roster Loading

Canvas Admin and the Office of Academic Affairs work together to ensure that all courses are appropriately marked by modality: Online (OA, OL), Hybrid (HA, HL), or Videoconference (VC). Any instructor who has completed CMS training is automatically provided a Canvas course shell as a courtesy, even if the course is on-campus.

Instructors can expect that course shells will be created within the following general timeline:
- Summer Session: mid-April
- Fall Semester: mid-May
- Winter Intersession: mid-October
- Spring Semester: mid-November

In general, student rosters begin loading into Canvas 3-5 weeks before the start of the term.

Your Support Team

Faculty are supported by the Canvas Admin Team. Your Distance Learning requests and queries should be sent to the Canvas Admin team. The COS Canvas Admin Team consists of:

Maria Elena Fernandez, **M.A**, Int. DE and Instructional Design Coordinator/DL Committee Chair/OEI Project Lead

Anne-Marie Kuhlemann, DL Admin Coordinator/Videoconferencing/Web Support

Michael Reetz, Instructional Support Specialist—Distance Learning

Sending your request or query to **canvas.admin@siskiyous.edu** will ensure that you get a timely response. Our goal is to support you and your students' success.

Instructor Duties: Teaching Your Course

Faculty teaching Distance Learning courses are responsible for the same administrative functions as those teaching in the on-campus classroom. These duties include:
- Choosing textbooks (or Open Educational Resources known as OERs).
  - COS strives for a zero-textbook cost (ZTC) learning environment. Instructors are encouraged to consider the use of Open Educational Resources (OERs) as a part of their courses. Contact our OER Liaison, Jude Baldwin, jbaldwin2@siskiyous.edu , or go to the OER consortium for more information.
- Verifying course rosters.
- Adding and dropping students.
- Entering census information and grades at the prescribed times.
- Creating syllabi within Canvas.

In addition to administrative duties, online and hybrid faculty are responsible for:
- Creating a complete course with weekly modules that present learning content, activities, discussions, assignments and/or assessments within Canvas.
- Ensuring that all features of the course are up-to-date and currently working.

Posting Census or Midterm Grades

Census is how colleges report all registered students to the state. The numbers are used to determine a college's apportionment funding. Census is a state requirement and is taken 20% into the course on a Monday. All faculty are expected to:

- Check Banner rosters to ensure the students who are registered are attending.
  - Any students who have not logged in and completed an initial check-in assignment as of the census date must be dropped as a "no show".
  - If you are unsure of your census date, you can find it on your *Print Basic Roster* link in your Banner roster.

Census Symbols
- S is Satisfactory
- U is Unsatisfactory
- NS is "no show" and means the student never checked in or submitted an assignment before the census date, regardless of login.

Census input is via Banner. You can access Banner from your mySiskiyous portal. If you forget your Password & Username please call/email the numbers below:
- Phone – 530-938-5523 (if no answer- call Technology Services at 938-5222)
- Email – studenthelpdesk@siskiyous.edu

Submitting the Census Report
- Log in to mySiskiyous, and in the faculty area you will see the Faculty Grade Assignment area and your courses, as in the image that follows:
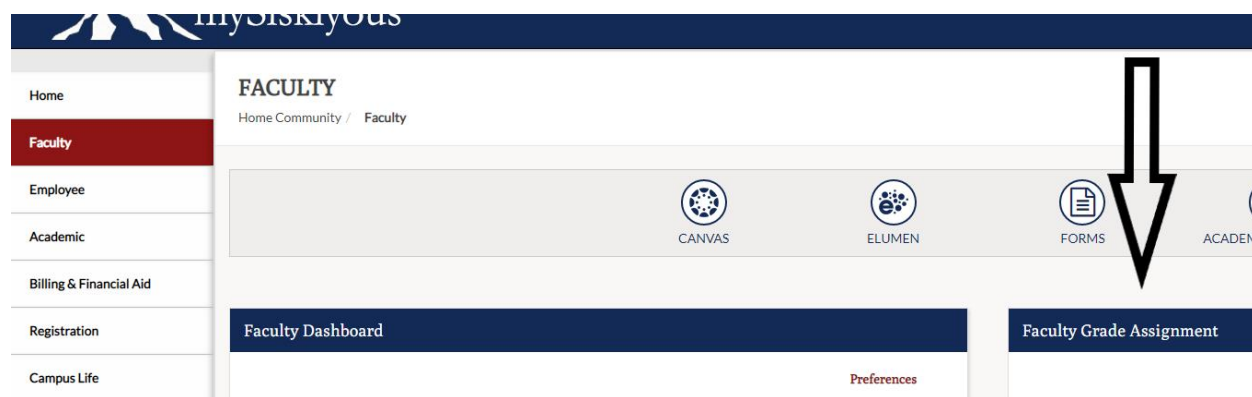
- Select the desired course from the list and it should take you to the Banner roster, where you can input your census (called midterm grades).
- Be sure to save/submit your census grades after you finish.
- Continue for each course you are teaching.

Last Date of Attendance & Participation Best Practices

Recent examples of financial aid fraud have caused the Federal Department of Education to require last date of attendance information and tracking of student attendance for online courses. Therefore, it is up to the instructor to closely monitor student participation in Online and Hybrid courses.

It is not enough to evaluate a student's attendance based solely on the number and frequency of logins or through course statistics on Canvas. Instructors must drop students based on their "lack of" participation in class. "Attendance" (through logins) is not the same as participation. Participation means actively completing course activities in the CMS (Canvas) such as assignments, assessments, discussion posts, etc. Participation policies must be clarified in your course syllabus. The suggestions that follow are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class.

Best Practices to Monitor for NS, Last Date of Attendance, and Withdraw / Drop
- Create a course Check-In Assignment, such as a discussion forum, a survey or syllabus quiz, or a self-assessment. Simply having the student login for the first day of class is not enough.
- State the last day for Check-In to occur (e.g., the third day after the course begins, end of the first week, etc.).
- Use the module "requirements" area to set module requirements. If you need assistance setting up modules, contact canvas.admin@siskiyous.edu
- Provide census date and last day to drop with a "W" date for your course. Find these dates in your Banner roster in mySiskiyous
- If students are late checking in, send a message via Canvas Inbox or via the grade book *before* the census date to inform students that they are in danger of being dropped if they do not complete the required activities by the deadline.

Final Grades

Final Grades are due in Banner no later than 5:00 pm on the Tuesday after the term end. Term end start and end dates are listed in our Academic Calendar. Getting your final grades submitted on time is critical, as many offices on campus rely on final grades to process student records. For example, Financial Aid checks SAP (satisfactory academic progress) for students so that they may receive their financial aid. Admissions and Records awards degrees and sends out final transcripts, and Counseling Services checks prerequisites for students enrolling in classes.

Admissions and Records begins posting grades to transcripts after 5:00 pm on the Wednesday after grades are due. If you need to change a grade after they have been posted to academic history, then you will have to fill out a Change of Grade form.

- Grade Change form

Grade Input is via Banner. You can access Banner from your mySiskiyous portal. If you forget your Password & Username please call/email the numbers below:
- Phone – 530-938-5523 (if no answer- call Technology Services at 938-5222)
- Email – studenthelpdesk@siskiyous.edu

Grade Input Process
- Log in to mySiskiyous, and in the faculty area you will see final grade assignments for your courses, as in the image that follows:
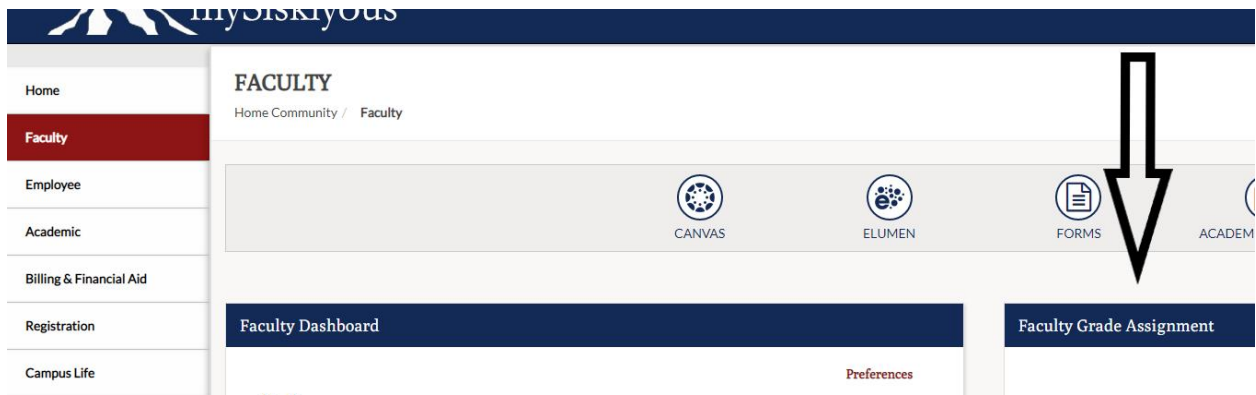
- Select the course you want and it should take you to the Banner roster, where you can input final grades.
- Be sure to save/submit your grades after you finish.
- Continue for each course you taught.

Positive Attendance

If your class is a Positive Attendance class, then you still have to enter the hours attended as well as a grade. If your class is not gradable (most 500 and all 600 courses), the grade box has the grade symbol of UG. Make sure to click the submit button when you are done. Positive attendance hours are due at the same time that your grades are due. A copy of a positive attendance roster is available in your mySiskiyous/Faculty area, via the Forms button.

Grade Backup

Grade Backup is how each student earned the grade he/she received, and if you are teaching a positive attendance class this is how many hours each student was attending class. In Canvas, you can export your gradebook as a .csv or Excel file. Your backup documentation is due no later than two weeks after term end.

It is important to get your grade backup submitted with your grades because it is frequently requested by the Auditors. Admissions and Records will contact you if you are missing any Census or Grade Backup documentation for your class.

You can submit your grade backup in 1 of 3 ways:

1. Email it to registrar@siskiyous.edu as a pdf or Microsoft Office document. **This is the preferred method.**
2. Fax it to 530-938-5367
3. Mail it: College of the Siskiyous, Admissions & Records, 800 College Avenue, Weed CA 96094

If you have any questions about the grading process, please feel free to email Admissions and Records if you need help or have any questions: registrar@siskious.edu.

Export Grades in Canvas (for Backup)

Step 1: From the Grades area in your Canvas course, use the Export button to download a CSV file of your final grades, as shown in the screenshot below:
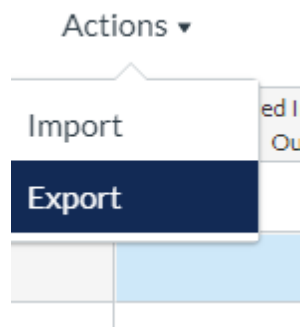
Tip: You may want to save the download as an Excel file, and edit to your needs. If you have multiple sections in one course shell all student course grade data will export. The Univ of Co Boulder has a great [tutorial for filtering by section in Excel](#).

Step 2: Save the edited csv or Excel file(s) as a PDF. Use File Save As option, and select PDF.

Tip: If you don't have Excel on your home computer, you can use the Office 365 tools in your COS Outlook/OneDrive profile.

Incompletes in Distance Learning Courses

If you assign an Incomplete, you must submit an Incomplete Contract to A&R with your backup.
- [Access the Incomplete Grade Contract form](#)

Incomplete contracts must be initiated and approved prior to finals week. To maintain course integrity, Canvas Admin will not extend term dates for the original course.
If you have students who need to finish an incomplete in your online, hybrid, or CMS supported course, the steps below outline the process you will need to follow.

Step 1: Notify canvas.admin@siskiyous.edu that you have a student who needs to complete work to clear an incomplete. Please provide us with the following information:
1. Course Name and CRN
2. Student Name(s) and Siskiyous email address(es)
3. Course end date (when you want the shell to close).

Step 2: Canvas Admin will create your course shell and do the following:
1. Naming convention: Course Completion_Course Name CRN_Instructor Last Name
2. Add you as the instructor.
3. Add the appropriate students to the course.
4. Set end date as per your request, and check "students can only participate in the course between these dates."

Step 3: Instructors import selected content into the course (without dates).
1. Edit assignment/exam dates and set any proctoring parameters.
2. Publish the course and send a note to the student via the Canvas Inbox.
3. Use grade to date from incomplete course and new grades from completed work to determine the student's final grade.
4. Submit grade backup with your Grade Change form to A&R

If you need assistance with any aspect of Step 3, please contact Maria Elena Fernandez for instructional support: fernandez@siskiyous.edu or 530-938-5268.

Online and Hybrid Required Course Elements

All instructors have access to the Professional Development Portal and the COS Instructor Resources shell, which contain information and resources to help you develop or improve your online or hybrid course.

All online and hybrid courses will meet the minimum OEI Course Design Standards as indicated in the OEI Course Design Rubric:

- A Home Page or Home page format
- A current Syllabus
- Clear contact information with expected response times for questions
- An Orientation or Welcome Module (provided to instructors)
- Weekly Modules or Learning Units that reflect the current term
- Accessible course materials and alternate activities/formats for inherently inaccessible items
- Regular assessments and activities that allow for timely feedback and instructor-initiated contact
- Rubrics or other grading criteria
- Regular opportunities for student-to-student interaction

The Course Syllabus

The course syllabus is an important document for you and your students. Contact Maria Elena Fernandez, fernandez@siskiyous.edu, if you would like a sample syllabus with COS-specific information. Every class must have a syllabus on file each semester with the Office of Academic Affairs. Submit your syllabus to instruction@siskiyous.edu in either Word or PDF format.

Minimum syllabus requirements include:
- Must be an accessible document format (Word preferred) or accessible PDF or accessible Google doc
- Course title and section number (e.g., Bio 2800, CRN 1234)
- Instructor's name and contact information with expected response time
- Virtual Office hours
- Course description and Student Learning Outcomes
- Text and/or materials needed for the course

- Test proctoring requirements (e.g., webcam) if necessary
- How students will demonstrate achievement of SLOs (list of activities and assessments)
- Grading scheme (e.g., points-based, weighted grades, etc.)
- Make-up policy for missed work
- Guidelines explaining required levels of student participation (quantity and quality of interactions)
- Academic Integrity/Honesty policy
- Academic Accommodations information
- Academic and Student Support Services information
- Drop/Withdrawal statement
- Important institutional dates (e.g., major breaks, census, last day to drop with a W, etc.)
- Mass Notification System Information: In the event of an all-campus emergency, the College will activate its mass notification systems. We encourage you to sign up for this free text message campus notification service.

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

Our college is committed to providing all students with equal access to learning opportunities, and I am equally committed to your success in my course. If you are unable to access any of my course materials please contact me, and I will work with you to solve the problem. Should you need additional accommodations, Student Access Services (formerly DSPS) is the official campus office that works to arrange reasonable accommodations for students with an identified physical, psychological or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.).

Please apply online for student access services (https://www.siskiyous.edu/sas/) and select "New Application" and follow the prompts. If you need assistance or accommodations to complete the application, please contact SAS on the Weed Campus by calling 530-938-5297 or emailing sas@siskiyous.edu .

If you do not wish to register with SAS, please contact the ADA Coordinator at 530-938-5375, to arrange for a confidential meeting to discuss services and accommodations. Be sure to contact SAS as early as possible to allow adequate time for accommodations to be arranged. Please know that accommodations are not retroactive, so documentation of disability must be reviewed and eligibility for SAS approved prior to approval of accommodations.

The Welcome Email

Regular and substantive interaction begins before the course gets started. Faculty members are encouraged to develop an information email also known as a Welcome Letter, to be sent to enrolled students the week prior to the course start date. This note should be concise, encouraging, and not as long as your syllabus document.

Recommended Components of the Welcome Email:
- Introduction of instructor and course.
- Instructor availability information and communication guidelines, including expected response times.
- Books, materials & technology requirements, including webcam requirements if necessary.
- Expectations of an online class experience and links to Learning Readiness module(s) from the OEI (or Quest Online Readiness found in the navigation bar of each course shell) or appropriate student support services including Student Access Services (SAS).

How to Send the Welcome Email

Instructors may send the Welcome Email from the Canvas Inbox if their course is published. Instructors may also send an email to students via the mySiskiyous faculty dashboard. **Paste student Siskiyous email addresses in the Bcc field**. If you would like more information on how to send your Welcome Email, or would like to see a sample Welcome Letter, contact Maria Elena Fernandez, fernandez@siskiyous.edu .

COS Welcome/Orientation Module for your Canvas Course

Instructors should access the OEI-approved welcome module that is specific to College of the Siskiyous from the Canvas Commons/Siskiyous-specific area. Download this module into your course(s). The module contains important information and links to all of the support services that appear in the Student Support Services section of this handbook. It also contains a Check-In Introduction Discussion and a Syllabus Quiz which can be replaced with your own check-in activities. This module should be customized with your course details.

Caveat: Third-Party or Publisher Content

Third-party content providers routinely ask students for personal identification information through a registration or login process. In addition, third-party content providers may choose to compile and analyze student assessment and demographic data for commercial purposes (such as textbook development).

These practices potentially jeopardize our students' privacy. As educators, we are legally and ethically required to safeguard the confidentiality of student data. Our commitment to student privacy is well-documented through our Board and Distance Education Policies and Procedures. The following Third-Party Content Policy is consistent with the spirit of these policies and with the requirements of FERPA (Family Educational Rights and Privacy Act).

Definition

COS defines third-party content as commercial, web-based publisher content, including course packs, some E-textbooks, and external Websites, which require student personal identification information and grades to exist *outside* of the Canvas CMS, and/or which require students to access assessments *outside* of the Canvas environment.

Guidelines

1. The Family Educational Rights and Privacy Act of 1974 (FERPA) guidelines require single sign-on and that learning content, assignments, and grades are only kept within Canvas, the District required Learning Management System.
2. While Canvas supports integration of publisher content within a single sign-on environment, this integration is subject to District approval.
3. All third-party integrations (Course platforms, LTIs, etc.) must meet Section 508 standards for accessibility, and must be approved through the Digital Procurement Process. Instructors should:
   a) Contact the ADA Coordinator for more information regarding the campus software and LTI procurement process.
   b) Instructors who wish to integrate third-party content into a Canvas course, should ask their publisher or software representative for their **Voluntary Product Accessibility Template (VPAT)**. This item will be necessary to assist in review and approval of any third-party content integrations.
   c) Final approval of all integrations will come from the Campus ADA Coordinator.
   d) Contact canvas.admin@siskiyous.edu for more information regarding integration of publisher content once your request has been approved.
4. Meeting Section 508 requirements is a campus-wide responsibility. By law, institutions are required to purchase accessible products. However, third-party providers are not legally obligated to create accessible products. Therefore, the District is responsible for procuring accessible technology or educational content.

   In turn, instructors are responsible for ensuring that all course content within their courses meets accessibility guidelines and is accessible to "industry standard" assistive computer technology commonly used by students with disabilities. Additionally, instructors are responsible for remediating any inherently inaccessible publisher materials in a timely manner, with assistance from SAS if appropriate, if a student needs the materials in an alternative format.

The following items do not need prior approval:
1. Publisher Quiz cartridges uploaded into the Canvas environment and delivered via Canvas quizzes.
2. Accessible Open Educational Resources (OERs) which may be integrated into your Canvas course. For more information see the Online Education Initiative's OER Webpage
3. Accessible E-Texts or E-books or an accessible PDF which the student has purchased and owns, and which *do not* require students to access the commercial website to view the text or any supplemental learning materials. Note: Students must not be required to provide personal identification or create an account to use the E-book.

Institutional Policy: Academic Integrity

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

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

- Use of any unauthorized assistance in taking quizzes, tests, or exams;
- Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- The acquisition, without permission, of tests or other academic material belonging to the College.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Academic Integrity in Online Courses

Academic integrity means students are acting responsibly and conscientiously in their course work. This trust is the foundation of an intellectual community and it can be more difficult to maintain in a distance learning environment. The resources below may be useful for Distance Learning instructors.

Online Proctoring with Honorlock

COS instructors have the option to use Honorlock for online exam proctoring within Canvas to monitor student behavior during testing. This tool is installed in all COS Canvas courses, so please do not attempt to add it to your course. If you need assistance enabling this pre-installed tool, or want to learn more about using it contact canvas.admin@siskiyous.edu or visit the Honorlock Faculty FAQ page.

Students often struggle with online proctoring. Thus, we recommend sharing the following resources with your students:

- [Minimum system requirements](#)
- [Knowledge Base](#)
- [Student FAQ](#)
- [Honorlock Student Guide](#)
- [Honorlock Student Guide for 3rd party exams](#) (if appropriate)
- [How to complete a proper room scan](#)
- [Student Privacy Statement](#)

Your syllabus and course must also include the following:

- Information about equipment requirements
- Information about Honorlock support resources
- A practice environment (i.e., a practice quiz) so students can test their technology before taking a high-stakes proctored assessment

Online Proctoring Assistance

Honorlock support is always available to help you and your students. Locate all of their support options at www.honorlock.com/support or just click the chat bubble in the lower-right corner of your Honorlock page within Canvas to get personalized assistance.

Those in need of Honorlock assistance can also visit the Academic Success Center or the Library. There, students have access to Honorlock-enabled Chromebooks and laptops, and ASC and Library staff can provide basic troubleshooting support to students and instructors.

In-person Proctoring

Proctoring is available face-to-face in the Academic Success Center. Instructors can initiate in-person proctoring by completing the [Faculty Test Proctoring Form.](#) In order to ensure the availability of an ASC proctor and the proctoring room, appointments are required. To schedule appointments, students should visit the [Test Proctoring webpage](#).

OEI Proctoring Network

College of the Siskiyous supports California Community College online students by participating in the [Online Education Initiative](#) (OEI) [Proctoring Network](#). For students of participating colleges, this network offers free proctoring services at one of the 19 participating California Community College campuses. If your online class requires face-to-face proctored exams and your students do not live near College of the Siskiyous, an in-person proctored exam facilitated by a Proctoring Network institution may be a possibility.

Plagiarism Prevention and Detection

Turnitin

Turnitin is a Canvas-integrated tool which detects instances of plagiarism in written assignments. In addition to promoting academic integrity through plagiarism detection, Turnitin is often used as a teaching tool for plagiarism prevention. Through customization of the Turnitin Similarity Report settings, instructors generate reports which identify:

1. the quantity of original work within a text,
2. specific instances of plagiarism, and
3. the original source of plagiarized material. Instructors may permit students to view Turnitin reports; doing so supports students in their ability to identify, and later prevent, plagiarism.

Turnitin is available in all COS Canvas courses, so please do not attempt to add it to your course. If you need assistance adding Turnitin to your written assignments submitted through Canvas, contact Maria Elena Fernandez, fernandez@siskiyous.edu or view this [Adding Turnitin to an Assignment resource](#).

Authentic Assessment

Authentic assessment of student learning is required by the ACCJC and for courses to meet all sections of the OEI online course design rubric. Furthermore, it can be a solution for online instructors with concerns about cheating during traditional assessments in the online environment. Authentic Assessment provides a

pedagogically sound and equity-centered alternative to proctored exams, and faculty are encouraged to create these types of assignments whenever possible. Authentic assessments ask students to perform real-world tasks and involve the application of knowledge and skills gained in our courses, fostering deep, active learning and helping students make connections between their courses and the real world

Learn how to design and implement authentic assessments from these great resources:
- [Mueller's "Authentic Assessment Toolbox"](#)
- [@One Authentic Assessment Guide](#)

Tools to Enhance Communication

Canvas Admin has pre-installed tools to help instructors provide opportunities for regular and substantive interaction in their online and hybrid courses.

Canvas Tools: Pronto and Siskiyous Zoom

COS utilizes the following synchronous communication tools: Pronto and Siskiyous Zoom. These communication platforms are an ideal way to offer your online office hours or provide live lecture or Q&A sessions and are already integrated into our Canvas environment.
- Learn more about [Pronto](#)
- Learn more about [Siskiyous Zoom](#)

Student-Student Contact: Pronto and Canvas Chat

To promote regular and substantive interaction among students, instructors can enable a synchronous Chat tool and/or use Pronto. These communication platforms allow students to interact with each other anytime other students are also online or within the Pronto app and creates a more robust online community experience.
- Learn more about [instructor use of the Canvas Chat tool](#)

Accessibility and Section 508 Compliance

To ensure that all students have the same opportunity, Online and Hybrid courses should be designed to provide "built-in" accommodation, known as Universal Design for Learning. This means ALL instructional materials, including external websites and resources, must be accessible to "industry standard" assistive computer technology commonly used by students with disabilities.

Some common problems are missing ALT tags for pictures and tables, using text color only to indicate differentiation or emphasis, linking to outside sites, video, or media that are not accessible or accurately captioned.

The Canvas CMS is fully accessible and includes a built-in accessibility checker as well as the integrated PopeTech Accessibility Tool. Faculty should use these tools as they build their courses.
- [Learn how to use PopeTech Accessibility Tool](#)

Additionally, all your course files (e.g., Word, Excel, PPT, Google, PDF, etc.) must also be checked for accessibility before posting or linking.

Minimum accessibility requirements within your Canvas course include:
- Canvas pages utilize Header structure
- All images and tables have ALT (alternative text) tags.
- Canvas Tables are accessible
- All documents (doc, docx, pdf, pptx) must use Header and Styles.
- All video must be accurately captioned (not auto-generated captions)
- All audio-only resources must have a transcript.

Captioning services are available through 3C Media with sufficient lead time.

Section 508 addresses the purchasing and creating of accessible course materials and media and applies to an online environment. Meeting Section 508 guidelines is a campus wide responsibility. Instructors should be familiar with Section 508 requirements and use accessibility resources inside and outside of the College to meet the minimum accessibility requirements listed above.

Contact the DE/Instructional Design coordinator, Maria Elena Fernandez, for more information regarding accessibility of the content used in your course and to learn more about creating accessible course materials.

Copyright Guidelines

College of the Siskiyous AP 3750 outlines our institutional copyright policy and procedure for both on-campus and online courses:

Reference: The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112

The Teach Act provides instructors greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:
- The online instruction is mediated by an instructor.
- The transmission of the material is limited to receipt by students enrolled in the course. Technical safeguards are used to prevent retention of the transmission for longer than the class session.
- The performance is either of a non-dramatic work or a "reasonable and limited portion" of any other work that is comparable to that displayed in a live classroom session.
- The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.
- The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.
- The district notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

The COS Library also maintains a collection of copyright resources for faculty. Instructors can access these resources via the Service to Faculty site.

Digital Millennium Copyright Act

New exemptions to the anti-circumvention provisions of the Digital Millennium Copyright Act (DMCA) now allow professors and students to decrypt and excerpt copyrighted video content for lectures and class projects. The rule changes were recently issued by the U.S. Copyright Office, which issues new rules every three years or so since Congress incorporated anti-circumvention rules into the DMCA when it was passed in 2000. The new exemptions will allow professors in all fields and "film and media studies students" to hack encrypted DVD content and clip 'short portions' into documentary films and "non-commercial videos."

The agency has not defined short portions. This means that any professor, in any field, can legally extract movie clips and incorporate them into lectures, as long as they are willing to decrypt them. Programs known as 'DVD rippers' are available to handle decryption. Additionally, professors are now permitted to use ripped content in non-classroom settings that are similarly protected under "fair use," such as presentations at academic conferences.

These new exemptions provide an opportunity for professors to compile clips from disparate sources onto one contiguous media file. Ripping portions of disparate sources into one compilation often results in an uncaptioned compilation that will need to be made accessible. There is still an instructional need to continue providing accessible media for persons with disabilities requiring access in Online and Hybrid courses.

Faculty Support and Resources

In 2018, COS joined the CVC-OEI Consortium as part of the Equity Cohort. As a consortium campus, our online courses and programs are featured in the California Virtual Campus website which students from all over California can access.
Our online courses feature badges for online tutoring, online counseling, student readiness support, and consortium status. Some COS courses have been quality reviewed by the OEI Course Design Academy and feature a quality reviewed badge, which improves the course ranking in the search results!

If you want to learn more about getting your course quality reviewed, contact Maria Elena Fernandez, DE and Instructional Design Coordinator, fernandez@siskiyous.edu or visit @One to learn more about participating in the Course Design Academy.

Professional Development at COS

As an educational institution, COS is committed to the quality of our students' learning, regardless of location or means of delivery. Given the critical role of instruction in the learning process, COS recognizes the faculty skills and requirements uniquely applicable to the online teaching environment and provides workshops and trainings to help faculty maintain or gain these skills.

Visit the **Pathways to Professional Development** portal for a menu of professional development opportunities, including self-paced courses specific to creating accessible course materials. If you are a FT faculty member, many of these activities have been pre-approved for flex. To [access the Professional Development Portal](#), select the "enroll" button.

Instructional Design Support

Maria Elena Fernandez, Int. DE and Instructional Design Coordinator, fernandez@siskiyous.edu, is available to assist all COS instructors.

Please reach out if...

- You would like assistance with the structure and organization of your course.
- You would like assistance posting material online for your face-to-face class.
- You need assistance making your course materials accessible.
- You have taught online in the past, but would like to try using a tool or function you have never used before.
- You have taught online, but feel your course design or the presentation of your material could be improved.
- You are interested in submitting your course to the OEI Course Design Academy.

Other Faculty Resources

[Distance Learning/Faculty](#) is a great way to stay informed with online teaching at College of the Siskiyous. You can also access the [COS Instructor Resources](#) course shell, which has additional tips and resources for you!

[Canvas Instructor Guide](#) provides extensive and extremely helpful how-to pages for instructors. The user guide includes screen grabs and step-by-step instructions for almost every aspect of the CMS.

[@One](#) programs provide training and online resources for free, or at a very low cost, thanks to funding from the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP). Instructors are eligible for reimbursement for pre-approved courses.

[The Online Education Initiative](#) represents a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California.

[Online Course Design Guide](#) is an excellent resource from the Online Education Initiative (OEI) with information and examples to help you design your course.

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

WAVE Firefox and Chrome extensions are available for testing accessibility directly within your web browser or Canvas pages.

Course Design Academy: Resources for Instructors contains extensive collections of resources, sample courses, and design ideas.

Student Support Services and Resources

All instructors should familiarize themselves with the following resources, in order to provide referrals or information to their students in a timely manner. Instructors should also include links to these Student Support Resources and Services in their Welcome Email and their Course Welcome or Orientation Unit.

Student Access Services (SAS)

The SAS program provides support services, specialized instruction, and educational accommodations to students so that they can participate as fully and benefit as equitably from the college experiences as their peers.

Academic Success Center (ASC)

The Academic Success Center provides free tutoring and support services in math, writing, computer skills, and more. The center enhances student learning through boosting study skills as well as confidence, motivation, and independence. All ASC services are also available online as well as on campus.

After Hours and Weekend Online Tutoring

Online paper review, as well as online subject tutoring is also available through TutorMe. TutorMe is installed for all COS courses that utilize a Canvas Shell and can be accessed via the global navigation menu and through the course navigation menu. Contact Tutoring Services at (530) 938-5514 or tutoring@siskiyous.edu if you need more information about this 24/7 tutoring platform or other online tutoring services for your students.

Library

The COS Library offers an extensive online collection, and their services are available 24/7 from any location. Online collections include eBooks, article databases, and streaming videos. More detailed information about library collections, services, and instructional support can be found on the Library's Services to Students page, Services to Faculty page, Research Help page, and FAQs

Counseling and Student Support Services

Located in Eddy Hall on the Weed Campus, Counseling and Student Support Programs. Contact them at (530) 938-5353 or via email at counselingservices@siskiyous.edu .

Students at the Yreka campus can check in the main office for details or visit our Yreka Services page.

APPENDIX A: ACCJC Distance Learning Standards

**Accrediting Commission for Community and Junior College
Western Association of Schools and Colleges**

Standards Specifically Related to Distance Learning

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

APPENDIX B: Online and Hybrid Course Checklist

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

★ indicates an expected and standard course component

★★ indicates a "Best Practice" and adds value to a course

★★★indicates an exemplary course component and elevates learning

	Course Information (check all that have been completed)
	Course homepage gives basic instructions for student's initial access to the course ★
	Course is easily navigable ★
	Instructor's syllabus is easy to locate/identify ★
	Syllabus provides links/information for the required materials for the course, lists course SLOs and/or clearly identifies learning outcomes ★
	Syllabus explains course organization, defined expectations of student activities/participation, and gives students clear expectations about instructor response times to questions, discussion board posts, and feedback on assignments and assessments ★
	Syllabus establishes behavior criteria and defines course policies ★
	Canvas Syllabus area contains accessible, printable version of the syllabus ★
	Links to institutional services, including the SAS office and the library, are embedded in the course and clearly labeled ★
	Instructor's contact preferences, email, phone number are defined and easy to locate★
	The instructor's role for supporting course technology is explained to students, and links to technology support are provided ★
	Course Content (check all that have been completed)
	Course has interactive components (discussions, conferences for example) and participation expectations are clearly stated ★
	Content is presented in visibly distinct learning units or modules ★
	Modules and items within modules are thoughtful and consistently named★★
	Page content is chunked in manageable segments using headings that facilitate online reading ★
	Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.) ★
	Personalized learning is evident; opportunities for remediation or advanced learning ★★★
	Instructions clearly explain to students how to successfully complete the assessments ★
	Sample assignments are provided to illustrate instructor expectations ★★
	Rubrics used to evaluate assignments and/or discussions ★
	Assessments are designed to mimic authentic environments ★★★
	Assessments appear to align with the objectives and/or outcomes ★★
	The instructor includes the plan for regular substantive interaction using CMS communication tools, including expected time frames ★
	There are opportunities for students to give anonymous feedback both during course delivery and after course completion ★★★

	Accessibility (Use PopeTech Accessibility Tool)
	Accessibility (Use PopeTech Accessibility Tool)
	Provides link to campus SAS program ★
	Instructor uses the rich content editor in Canvas to format pages using appropriate headings and numerical or bulleted lists when necessary ★
	Images include alternate text or are accompanied by descriptive text ★
	There is sufficient color contrast between foreground and background to meet Section 508 standards; color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance) ★
	Multimedia material includes captioning and audio materials (mp3, wav, etc.) are accompanied by a transcript ★
	Accommodation statement is present and easily located (e.g., on Home Page or Course syllabus) ★