DISTANCE EDUCATION HANDBOOK
Best Practices in Teaching Online at Ventura College
Version April 2024

ABOUT THE HANDBOOK

The Ventura College Distance Education Handbook is a supplemental guide to the Ventura College Faculty Handbook. The handbook provides resources to new faculty, current policy updates, procedures, and best practices at Ventura College.

The Ventura College Distance Education Handbook was prepared by the college's Instructional Technology and Design Team, Distance Education Faculty, the Dean of Distance Education, a VC Librarian, a VC Academic Counselor, the Distance Education Advisory Group (VCDEAG), the Educational Assistance Center, and the Academic Senate.

The distance education and instructional technology department provides support for faculty teaching distance education courses. We maintain a web site, an online portal called "the DE Faculty Hub", teach courses in best practices, hold workshops, and provide just in time support, implement the learning management system for your online classes, and other instructional technologies. We train faculty so that they are certified in online instruction, recertified in online instruction, and other topics.

Contacts in Distance Education

Debbie Newcomb, Dean of Career Education & Distance Education dnewcomb@vcccd.edu | 805-289-6430 | MCW 3rd Floor

Matthew Moore, Instructional Designer / Technologist mmoore1@vcccd.edu | 805-289-6183 | LRC 146

Sharon Oxford, Instructional Technologist / Designer soxford@vcccd.edu | 805-289-6233 | LRC 147

Ali Olson-Pacheco, Instructional Technologist / Designer aolsonpacheco@vcccd.edu | 805-289-6172 | East Campus

Margaret "Meg" Phelps, Instructional Technologist / Designer mphelps@vcccd.edu | 805-289-6172 | East Campus

DE Faculty Help Desk VCDEFacultyHelp@vcccd.edu | 805-289-6172

DE Student Help Desk VCDEStudentHelp@vcccd.edu | 805-289-6452

WELCOME

Ventura College offers convenient, expanded access to higher education and learning opportunities via Distance Education. Distance education means instruction in which the instructor and student are separated by distance and/or time and interact with the assistance of communication technology. Distance Education courses are ideal for independent, self-directed, and motivated students who have functional computers at home or office and access high speed internet. DisDistance Education has become a common learning method for students seeking their educational goals.

Distance education is defined by the California Title 5 educational code as " a means of instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology" ([5 CCR § 55200)](#) the Accrediting Commission for Junior and Community Colleges describes Distance Education "as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students." At its very basic, distance education is instruction in which the student and the instructor are separated by distance and/or time and interact through online means. ACCJC further defines it as that 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."

3 Main Types of Online Learning

- **Online Classes** offer 100% of the seat time online including tests with all classroom time moderated via a computer and the internet.
- **Live Online** offer class meetings but online only
- **Hybrid** classes offer 1%-99% of the seat time in a campus-based, in-person classroom setting, and the remainder of the class time occurs outside of a traditional classroom with the instructional class time moderated by the use of a computer and the internet.
- **HYFLEX** (hybrid-flexible) classes are defined as classes that allow each student to choose whether they wish to attend class online or in person. Both types of students are taught in the same classroom environment so that student can choose their preferred method of learning.

Asynchronous vs. Synchronous Learning

Both terms represent time and how the student and teacher interact. Asynchronous means "anytime and anywhere" so students have set times that they need to complete an assignment, project, or test but they also have the flexibility of when they complete a project based upon that criterion. Synchronous means "scheduled time" and the student and faculty interact at set scheduled times.

Online, Hybrid, and HYFLEX can be either or depending upon how the material is designed, developed, assigned, and taught. Some of the school-wide tools used to accomplish these goals are Zoom, Canvas, Teams, and Canvas Studio. There are additional tools that are used. Faculty are encouraged to attend training sessions frequently in Distance Education.

Some common formats at Ventura College are.

- **Asynchronous** – does not integrate scheduled or optional live (Zoom) sessions. Structured, interactive online learning takes place in a Learning Management System (i.e., CANVAS) but lessons are not scheduled to occur live in which class participants engage in the learning activity at the same time. This is the most common type of online class.
- **Asynchronous + Optional Synchronous** – Includes structured, interactive, online learning within the LMS as well as optional live (Zoom) sessions.
- **Asynchronous + Required Synchronous** – Includes scheduled, live (Zoom) sessions as well as structured, interactive online learning within the LMS that takes place in the LMS.

"Scheduled" refers to live sessions listed in the official, online schedule of classes. Faculty can only require live attendance at synchronous sessions if they appear on the schedule of classes, allowing students to know the days and times of live sessions at the time of registration.

- Hybrid (Partially online) Classes In-person + Asynchronous – Classes meet in a traditional classroom setting for 1-99% of the allotted time, and the remainder incorporates structured, interactive learning activities within the learning management system (LMS). This is the most common type of hybrid class.
- In-person + Synchronous - Classes meet in a traditional classroom setting for 1-99% of the allotted time, and the remainder incorporates required or optional synchronous sessions.

Success Rates

Ventura College takes pride in its success rates. As an early pioneer in online education, we have been demonstrating high success rates and transfer potential on our campus. Please take a moment to better understand our rates by going to Office of Institutional Effectiveness. You may also want to examine enrollment and our distance education demographics.

Best Practices

The following resources are considered best practice usage at Ventura College.

Training: We believe in training our faculty to prepare them for the complex tools that they have to use in online setting. We create Certification and Recertification Courses and hold more workshops on many topics throughout the year.

Rubrics: We have adopted the statewide California Virtual Campus rubric, and we have a pre-semester checklist that highlights commonly addressed needs for Ventura College Courses. We are also starting to implement the Peralta Colleges Equity Rubric for online education.

Workshops: We continue to offer workshops in a variety of topics such as screencasting, video recording, graphic creation, lesson design, intrusive design, equity enhancements, and designing for every learner workshops.

Faculty Hub: Ventura College maintains a distance education faculty hub.. All are encouraged to join to stay current, find valuable resources, and research great educational technology tools. The hub is hosted in a Canvas Course.

Training Studio: The state-of-the-art training and recording studio, located in Learning Resource Center (LRC) Room 136, is available to instructors for video creation and online teaching needs. It is also used for live training sessions. You can reserve the Training Studio for video or podcast recording and/or demonstrations for your students. Contact VCDEFacultyHelp@vcccd.edu for a tour of the space and to reserve time in the Studio.

CVC Consortium: Ventura College is a member of the CVC Consortium and we actively participate in meetings across the state to determine what is best for Ventura College as well as the State of California in Online Education. Professional development resources are available at the CVC Professional Development website.

Office Hours: The instructional technologist / designers maintain weekly office hours and those are posted on the website. Please refer to the schedule as it gets reviewed and updated each new term.

REGULAR AND SUBSTANTIVE INTERACTION

Regular Substantive Interaction (RSI) is necessary for an engaging and enriching online learning environment. RSI deals with the interaction between the instructor and students and the interaction between students and students.

RSI is a requirement for DE classes at Ventura College. In meeting this requirement, instructors are responsible for

- interacting with students on a predictable and regular basis
- monitoring students' academic engagement and success, and
- proactively engaging in substantive interactions with them.

Title 5 regulations do not make a distinction between face-to-face and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular and substantive interaction. DE Courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of contact will be at least the same as it would be in an equivalent face-to-face course. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular and substantive interaction between the students and instructor."

As per Title 5, section 55204,, and AP 4105, "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously".

Academic Integrity / Fraud

The Instructor will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:

- Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a "C" or better OR "Pass."

- Tracking student attendance
- Recording activity prior to census.

The instructor will implement various robust assessments and assignments frequently throughout the semester. Rigorous assignments that incorporate authenticity from the student. Assessments and Assignments will be meaningful, course related, and require proficiency of the course outcomes.

Instructors will regularly initiate interaction (RSI) with students to determine whether the students are accessing, comprehending, and participating in course activities. These are sometimes referred to as "Check In" points in assignments. Academic engagement will persist through course to show that learning is happening or not, and to document that the interactions occurred. At the very least, the number of instructor-initiated contact hours per week available for face-to-face students will also be available in asynchronous and/or synchronous mode with students in the DE format. The Ventura College Distance Education Committee approved a standard of instructors establishing at least 1 hour of synchronous interaction per week to accommodate the modality.

Sample Tools for RSI

The following list is intended to be a guide for instructors to ensure that their online courses fulfill the requirements for regular and substantive interaction.

- Course contact page describing how contact will occur
- Course Announcements (e.g., videos, weekly summary, weekly review)
- Personalized Feedback (e.g., assignment comments, rubrics, email)
- Discussion Boards (e.g., question and answer forums, Flipgrid, Canvas Studio, VoiceThread)
- Videoconferencing (e.g., Confer Zoom, Microsoft Teams Skype, CCC Confer)
- Collaborative Projects (e.g., group blogs, group discussions, peer review, wikis)
- Instructor-Created Modules
- Lectures (e.g., recorded, streaming, slides with audio narration)
- Podcast
- Webinars
- Screencasts
- Virtual Office Hours
- Email (district provided course email must be used)
- Private Messaging through district provided Learning Management System or Phone systems
- Chat

Facilitating Student to Student Interactions

Instructors are required to facilitate regular and substantive interactions among students. These can be graded and/or non-graded. This contact can be synchronous or asynchronous. This type of communication is highly effective in providing opportunities for collaborative learning among students. Like Teacher to Student interaction the above tools can be used also.

Contact shall be distributed in a manner that ensures that regular and substantive interaction is

Maintained over a week and should occur as often as appropriate for the course. The Ventura College Distance Education Advisory Group has recommended that instructors participate in each course at least 3 times per week.

We also recommend that online instructors respond to students in a timely fashion. The Ventura College Distance Education Advisory Group recommends that instructors generally respond to students' emails within 24 hours of an established 5-day work week.

The instructor's specific policies regarding the frequency and timeliness of instructor-initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor will inform students and their division office when regular contact stops and is likely to resume. Protocols for cancelling class, substitutes, doctor's notes for absence, etc. will follow the guidelines of face-to-face courses.

FACULTY PREPARATION AND TRAININGS

Course Approval to Teach Online
Before a course can be offered online, it must go through the local curriculum approval process and receive approval from the California Community College Chancellor's Office (CCCCO) for distance education elements (hybrid or 100% online). All information will be input into our course information management (CIM) system. The course then goes through several rounds of approvals. After the course receives its final approval, the course is sent for state approval. There is a sample template for DE approval available.

Note: During the pandemic, certain courses were authorized for emergency online instruction, while others received approval for future online delivery. Courses permitted for emergency online instruction can only be conducted online when the college or district officially declares a state of emergency; the instructor cannot independently determine this status. We recommend faculty include distance education approval in the curriculum, even if planning to teach the course in person. This provides flexibility for short-term challenges that may not necessitate a college state of emergency. It's crucial to note that the course modality must align with the listing in the VCCCD class schedule and cannot be changed during the term without an approved state of emergency.

Certification of Instructor
Instructors teaching any online or hybrid class at VCCCD are required by title 5 and the AFT Contract to complete training in online teaching and best practices including regular and substantive interaction and course LMS tools. The Certification is outlined in the Faculty Contract. Instructors that have not taught online for a certain period since they were last certified will be asked to re-certify to stay up on the tools and techniques required to conduct an online class. This is also outlined in the Faculty Contract.

Recertification of Instructor
As per the faculty contract, all faculty need to recertify to teach online every five years to continue to receive distance education course assignments. This involves successful completion of a DE Recertification program at any campus within the District, successful completion of any approved

DE training programs from another community college, university, or the CVC-OEI that has been determined by the campus Academic Senate/Curriculum/DE committee and VCCCD Instructional Technologists/Designers, to be equivalent to the campus/VCCCD DE training program. The date of the certification shall be the same date as when the course was badged as an approved CVC-OEI course.

Peer Online Course Review (POCR)

Trained VC faculty and Distance Education team members are available to review online and hybrid courses for alignment with effective practices in quality online teaching that increase student success. Peer review is a collaborative process between teaching faculty and DE team members to ensure alignment with Course Outline of Record (COR) objectives, the CVC Course Design Rubric, and accessibility requirements. Faculty who complete the Ventura College POCR process can also submit their fully online courses for "Quality Reviewed" badging on the CVC.edu cross-enrollment platform. For more information, please contact VCDEFacultyHelp@vcccd.edu .

Equity Reviews of Online Coursework

Faculty can improve diversity, equity, and inclusiveness in the online class by taking a Cultural Curriculum Audit and Review, a Humanizing Course, and/or a Faculty Academy. Each one of these unique trainings opportunities provides faculty methods on how to reach students in an online environment.

Assignment of Online Course

Instructors are assigned online classes the same way they are assigned other classes at campuses. The Dean has the right of approval. The AFT contract (Article 5) lays out the process by which instructors are assigned courses. Faculty hired before June 30, 2023 are not required to teach online classes and can be offered an on-campus class instead of an online class based on right of assignment.

Canvas Trainings (Friday Open Studios)

Additional workshops in Canvas occur in our Friday Open Studio Time. This is a time for faculty to ask questions, plan ideas to discuss, and/or learn about updates to the Canvas Platform. Tools in our ecosystems are also discussed.

Course Quality Standards

According to state requirements, online / hybrid courses should provide the same quality, content, and substantive contact as an in–person class. As they create and edit courses, faculty creating courses should use the following types of rubrics.

- OEI CVC Self-Check Rubric
- OEI CVC Course Design Rubric
- Ventura College Pre-Term Course Check List
- Peralta Colleges Equity Minded Rubric

RECOMMENDED COMPUTER EQUIPMENT AND SOFTWARE

The Ventura College Distance Education program recommends that online instructors have the following equipment.

- Computer build within the past three years

- Extra Monitor
- Web Camera (built in to a laptop is fine)
- Microphone (or headset with microphone)
- Adequate lighting (e.g. Ring Lights)
- Office Software (Microsoft Office / 365)
- Creative Software (Adobe Creative Suite)
- Quality Screencasting Software (e.g. Camtasia, Canvas Studio)

Full Time Instructors: You will be issued a college laptop and an extra monitor from our Informational Technology department. Please contact them directly at (805) 289-6285 or via email vchelpdesk@vcccd.edu. Licensed software includes MS Office 365, Adobe Suite, Camtasia, Canvas Studio, Screencast O Matic, and other specialized software as budgets allow.

INSTRUCTIONAL DESIGN
Good Instructional Design is a process. There are currently many design processes in educational technology. One easy process to remember is called ADDIE where the instructor constantly analyzes, designs, develops, implements, and evaluates a portion of the course to make it better. A good course is in constant review. Please feel free to ask an Instructional Technologist / Designer about theories of Instructional Design that can help you develop your course design strategy.

Designing Equitable Outcomes
Ventura College is committed to designing equality and inclusion in our assignments. We are preparing our materials with the best intentions for our students. We believe in cultural curriculum audits, equity in online education, and humanizing the online course. We will have additional trainings in these areas.

LEARNING MANAGEMENT SYSTEM and TOOLS
Canvas is our current Learning Management System, and trainings on Canvas are held throughout the year. Please visit our Friday Open Studios for more information about Modules, Discussions, Assignments, Announcements, Quizzes and more.

Confer Zoom is our communications software that allows us to video conference. We also use Canvas Studio, Camtasia, and YouTube to build and deliver video content that is ADA compliant.

Please check out our Training Studio housed in the basement of the LRC. The Training Studio can be reserved so that you can design on a green screen, develop on a smartboard, video tape a lesson, bring in a class for an experiment, and edit your creation on the above software tools.

Microsoft Office 365 is available from the Informational Technology Department and the Adobe Creative Suite. Please call (805) 289-6285 or contact via email vchelpdesk@vcccd.edu to have it installed on your computer.

For ADA compliance we use PopeTech, Immersive Reader, Ally, Canvas Accessibility, Canvas Studio, Youtube, and 3CMedia just to name a few. Instructors are the first line of defense please make sure that you reach out to an Instructional Technologist / Designer for questions regarding

Accessibility.

Third party tools such as Voice Thread, Padlet, Flipgrid, and Nearpod are available. We also encourage departmental software as our budget is fixed.

ASSESSMENTS AND ASSIGNMENTS

Providing students with resources that evaluate their understanding of the materials is key to teaching in an online environment. The following tools are available to you.

The Discussions tool is used for online discussions between the instructor(s) and students and for discussion among students. Instructors and students can post messages, link to external websites, embed audio visual content, and attach documents to their messages. Discussion topics can be locked by date and time restrictions and can remain unpublished until a specified date.

The Assignments tool can be used to organize Quizzes, graded Discussions, and online assignment submissions as media uploads (i.e., files, images, text, URLs, video). Assignments in Canvas can be used to challenge students' understanding and help assess competency by using a variety of media.

The Quizzes tool allows instructors to create various assessments for their students. While labeled Quizzes, this tool can be used for exams, surveys, and/or homework assignments. The Quizzes tool can be used to create following kinds of questions:

Multiple choice, Multiple answer, True/false, Fill-in-the-blank, Matching, Essay answer, and more Assessments except for essay questions will be graded automatically and sync up with the Grades tool. Quiz answers can be conditionally released based on date and time. Instructors can either add quiz questions as part of groups or link to previously created quiz banks that allow instructors to randomly pull a subset of questions.

Assessing Students in Online Classes
For equity in online learning the CVC and the Chancellor's Office recommend Authentic Assessment to evaluate students in online learning. If you believe a conventional assessment with proctoring software is necessary, you must request the proctoring software from your Dean. The requested tool may be provided if funding exists.

Authentic assessments provide opportunity of student choice, student voice, and supports the idea of student engagement in the classroom. You can learn more about Authentic Assessments from our Instructional Technologist Designers during Office Hours and/or specialized trainings. There are also links in the Faculty Hub to state-wide webinars.

LIBRARY RESOURCES AND MATERIALS

Faculty have academic freedom and are expected to select the course materials needed based upon the Course Outline of Record. For those who would like to explore the use of Zero (or Low)

Textbook Cost materials, there are a variety of methods and resources you can employ to achieve lower textbook costs for your students.

Library Resources
There are many library database subscriptions and collections free for students that instructors can leverage. These include articles, eBooks, and streaming media/video services. Librarians are also available to assist with the creation, curation and integration of Library resources into your instructional modules. (see Library Resources for more detail).

Open Educational Resources
Open Educational Resources (OER) include openly licensed textbooks and other material, much of which are under "CC BY" licensing which allows adaptation or remixing of work (with attribution to the author). The VC Library has created a comprehensive guide of popular resources for OER/ZTC materials that includes open textbook collections, OER repositories, and resources for diverse images. It also includes OER materials by Subject. Visit Open Educational Resources: Overview. For more information or assistance, please contact Linda Kennedy: 805-289-6399, linda_kennedy1@vcccd.edu .

Pre-Made Canvas Modules
In addition, during the COVID-19 shift to online instruction, many departments submitted Canvas Modules to share among faculty for "hard-to-convert" courses. Check with your department to see what pre-made Canvas materials might be available for importing into your course.

Instructor Created Materials
Faculty may also want to create their own materials to reduce textbook costs for students and provide their own customized course material. These materials may include instructional videos, podcasts, and other textual content. The Distance Education team is available to work with faculty on projects for online course material development.

The VC Library collection is designed to support the research and instructional needs of all VC courses, disciplines, and modes of instruction. The collection includes print and digital materials, including electronic subscription databases that provide access to articles and eBooks, and streaming media/videos. The Library website provides access to these resources through OneSearch, the Databases A-Z page, and the Streaming Media page. Submissions of requests, recommendations or comments are always welcome. Send your suggestions and requests to: vclibrary@vcccd.edu.

LMS Support and Resource Integration
Librarians are available to assist with the creation, curation and integration of Library resources into your instructional modules. Should your needs extend beyond what is available through current Library collections / subscriptions, support is also provided for OER and ZTC requests. Librarians regularly work within Canvas and can be a helpful resource for troubleshooting issues with integration of library content.

Permalink vs. URL
Please note that when linking to content from within a Library database into your course shell, you cannot simply copy and paste the URL. Unfortunately, copying and pasting the URL will lead to broken links as soon as you paste this address. Instead of pasting the URL, instead copy and paste the permalink for the source you have found. Each subscription database has the permalink found

in a slightly different location; if you can't find the permalink, a librarian would be happy to help.
Instructional Workshops

The VC Librarians and the Instructional Technologist / Designers are continually working to provide innovative and engaging instructional content. Available instruction includes Library orientations (physical and virtual) and Information Evaluation workshops. The information evaluation workshops can be conducted in one session or be a collaborative effort between course instructor and Librarian(s), that culminates in a final deliverable that would demonstrate competency in specified skill sets. In addition, there are courses and trainings offered via the Instructional Technologist / Designers Offices.

45-Minute Scheduled Research Appointments
Students may schedule 45-minute appointments with librarians to receive one-on-one help with everything from becoming familiar with the library website to developing a research strategy. The request form is available on the Library Homepage. Librarian schedules vary each semester; however, every effort is made to provide time slots for various days and times.
Point of Need Support Through Library Chat

Librarians are available to provide live, real-time assistance through Library Chat. This function is accessible through the Library Homepage (main page and lower-level pages) and Library Guides. Library Chat hours are posted on the Library Homepage and include evening and weekend hours.
Library Videos

Library videos are available on the Library's YouTube Channel. The channel contains videos designed to walk students through the research process, including step-by-step instructions for accessing and utilizing library resources. Videos covering information literacy topics such as the information cycle and information evaluation are also available. Contact a librarian to request custom videos that address topics or concepts specific to your assignments or courses.
Circulation of Physical Materials

Copyright and Fair Use Information
Many instructors are concerned with copyright and fair use rules, regulations, and laws, and rightfully so. There are limitations to what can be freely distributed. It is safe to assume that an entire textbook cannot be reproduced and distributed over the internet, or in person, without the author's consent. But what about the idea of "fair use"? How
much is too much to use to supplement student learning? What is "fair" is open to debate among instructors and distance education faculty; however, the US Copyright Office has issued four factors that should be used when determining whether the inclusion of outside materials is fair or not. These four factors are:

- the purpose and character of the use, including whether such use is of commercial nature is or for nonprofit educational purposes;
- the nature of the copyrighted work;
- amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- the effect of the use upon the potential market for or value of the copyrighted work.

Fair use is not dictated by a certain number of lines, words, pages, or percentages. While there are some general guidelines and suggestions available from reliable sources (see the link provided

below), there is no set number or amount. Rather, using the four criteria above, it is up to the instructor to determine for what purpose outside resources will be used; what kind of copyrighted work will be utilized and distributed (textbook, novel, etc.); the portion of the work to be used; and what impact, if any, the use of copyrighted material will have on the work's potential market or its value. Fair use also only protects the specific way an author has expressed him or herself (their words or pictures), but not their ideas or any factual information present in the work.

ACCESSIBILITY and TOOLS

Accessible course content is content that all students, including students who may be using assistive technology, can access with minimal to no barriers. Assistive technology is any device, software, or equipment that helps people work around their challenges. Common assistive technologies are screen readers, such as JAWS, NVDA, Window Eyes, etc., text-to-speech software, text-to-speech apps, braille display, etc. Accessible course content is not only a best practice but is mandated by federal and state law - Section 508, etc…

VCCCD Board Commitment
The Board of Trustees of the Ventura County Community College District, believes that higher education should be available to everyone and we support a diverse community that includes people with disabilities. We are committed to increasing access and opportunity for all students, faculty, classified professionals, and our community.

ALLY
Ally is an external tool integrated into Canvas. When turned on, Ally scans the content you add to your Canvas course and assigns an "accessibility score", which appears as a colored dial – red (0-33%), yellow (32-66%), and green (67%-100%). The higher the score the fewer accessibility issues found in your course content.

Ally currently checks the following file formats:

- PDF files
- Microsoft® Word files
- Microsoft® PowerPoint® files
- OpenOffice/LibreOffice files
- Uploaded HTML files
- Image files (JPG, JPEG, GIF, PNG, BMP, TIFF)
- WYSIWYG/VTBE content

Popetech
This tool analyzes your Canvas pages and provides feedback on how to improve your accessible content. This tool is found in Canvas.

Microsoft Office Accessibility Checker
Microsoft Office is committed to accessibility and ensuring content is easy for people of all abilities to read and edit. When creating a document (Word, Excel, Powerpoint, OneNote, etc.) or composing an email in Outlook, run the accessibility checker to identify potential accessibility

issues prior to distributing. The accessibility checker identifies potential issues and provides suggestions for resolving the issues.

You'll see a list of errors, warnings, and tips with how-to-fix recommendations for each. View the Rules for the Accessibility Checker webpage more information.

Adobe Acrobat DC – Accessibility Checker
If your course content is in PDF, Adobe Acrobat DC has an accessibility checker and a Make Accessible Action Wizard to ensure your PDF is accessible prior to distributing or posting. If creating a PDF from a Word document, PowerPoint, etc., run the accessibility checker and resolve any accessibility issues prior to exporting as PDF. If creating a PDF from a scan, ensure your scan is clean, not grainy or marked up with underlines, highlights, etc. Be sure to OCR (or text recognize) the PDF and ensure the text is selectable and searchable. It should not be an image only PDF. Run the accessibility checker and resolve any accessibility issues prior to distributing or posting.

Listen to your PDF
- Open PDF with Adobe Acrobat Reader or DC
- Select VIEW – READ OUT LOUD
- Select ACTIVATE
- Go back to VIEW – READ OUT LOUD
- Select READ THIS PAGE or READ TO END OF DOCUMENT

Google Accessibility Checker
There are google tools in Accessibility that can be added to you personal instances of Chrome and Google Drive. Please refer to their web site to use these tools.

Video Captioning
The World Wide Web Consortium (W3C) describes captions as a "text form of audio information in video and animations. This includes the words that are spoken, who is speaking when it is not evident, and important sounds like music, laughter, and noises. Captions must be synchronized with the visual content to contextualize them."

Video captions benefit viewers who may be deaf or hard of hearing and cannot hear some of the content, viewers whose native language may be different, and/or viewers who may need to see and hear the content to better understand it.

Commonly used products that provide video captioning:

- Camtasia
- Canvas Studio
- YouTube
- 3CMedia

ONLINE STUDENT SERVICES

Student Services offer support to distance education learners via the implementation of various asynchronous and synchronous modalities. Online Student Services at Ventura College and their respected staff members can be accessed via email inquiry, phone, and video conferencing tools.

Distance Education Student Help Desk

Students can contact our Student help desk with questions about Canvas, ConferZoom, General Online Classes Questions, and third party tools. Hours vary from term to term based upon the student workers' schedules. The Student Help Desk can be referenced by contacting VCDEStudentHelp@vcccd.edu|(805) 289-6452.

Student Services

Ventura College offers online student services consisting of various offices and resources designed to assist distance education students in reaching their personal, career and educational goals. These services/resources range from: Admissions, Articulation, Assessment, Basic Needs, Financial Aid, Scholarships, Student Health, Student Business, Transfer, Academic Counseling, and more. Please visit the Student Services Website for more services/resources offered at Ventura College. Below highlight some of the Student Services that assist student's in reaching their educational goals.

Admissions and Records

We provide comprehensive services to prospective and continuing services to current students and alumni. These services include in person and online methods aimed at delivering streamlined assistance with applying for admission, registering for classes, awarding degrees and certificates, and information on official transcripts. In addition to the first point of inquiry for students, the Admissions and Records Office supports and helps the College's overall enrollment management strategic plan. The Admissions and Records Office processes and maintains records of transactions of student registration, develops and implements policies and procedures to assure the integrity, security, and preservation of each student's official academic record. The Admissions and Records Office staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

CalWORKS

We are a welfare reform program designed to help head of households become self-sufficient through a variety of educational and work-related activities, including attendance at Ventura College. The CalWorks staff conduct student contacts via in-person, phone and email inquiry. Counseling-Our mission is to assist students to identify and succeed in achieving their educational, career and personal/life goals.

Academic Counseling

All counselors have the expertise to assist students with course selection, educational planning, and questions concerning requirements for majors, general education, graduation, or transfer to a four-year college or university. Students can meet with a counselor during a scheduled 45-minute appointment or call for same day drop-in counseling. Drop-in counseling is only for quick 5–10-minute questions such as class recommendations for next semester, questions about your current schedule and to request a transcript evaluation from outside vcccd transcripts. The Counseling staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

Educational Assistance Center (EAC)

We promote the educational and vocational potential of students with disabilities by supporting each student's integration into the mainstream of college life. Students with learning disabilities, mobility, visual, hearing, speech, or psychological impairments, acquired brain injuries, or other health impairments, such as seizure disorders or attention deficit/hyperactivity disorder, are eligible for support services and special classes that are needed to fully participate in the

educational process. The EAC staff conduct student contacts via in-person, phone and email inquiry.

Educational Opportunity Programs and Services (EOPS)
We are a Support Services Program designed to help Low-Income AND Educationally Disadvantaged students in reaching their goals. The focus of the EOPS program at Ventura College is to provide the necessary resources to students, so that they may successfully complete their educational objectives. The EOPS staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

Financial Aid
We are dedicated financial aid professionals committed to providing all students with information to secure their necessary financial resources so they can meet their educational goals. Ventura College students have a variety of financial aid programs available. These programs vary in eligibility criteria, award amounts, and repayment options. The types and amounts of financial aid Ventura College awards or recommends are also subject to availability of funds, eligibility for funds, enrollment status and financial need. The Financial Aid staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

Statements of Protection of Student's Personal Information and Records
The Family Educational Rights and Privacy Act (FERPA) uphold that student's personal information and records are protected and confidential with use of these modalities. Online Student Services adhere to FERPA by maintaining and protecting personally identifiable information (PII) from students' education records from unauthorized disclosure (U.S. Department of Education, 2020). Ventura College and Student Services comply with FERPA by maintaining that student's personal information and records are not shared with any unauthorized parties and are for the sole use of the individual student and institutional records.

Student personal information and records are kept in secure Enterprise Resource Planning (ERP) software databases such as Ellucian Banner. Also, students are verified of their identity by use of Ventura County Community College District (VCCCD) Student Identification Numbers (900 number); VCCCD login credentials, and VCCCD generated email addresses. For more information regarding privacy of personal information and student records, please visit the VCCCD Administrative Procedure Manual and specifically AP 5040.

GLOSSARY / TERMS

Accessible
All programs and multimedia used in online courses must be useable by all students with the aid adaptive technology if needed prior to the start of class; includes all multimedia and course content.

Adobe Creative Suite
Faculty have access to the adobe creative suite to edit photos, create animations, and create ADA compliant materials.

Americans with Disabilities Act (ADA)
Requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Requires also that all telecommunications must be equal and equally effective.

Assistive Technology
Any device, software, or equipment that helps people work around their challenges Asynchronous An adjective describing a teaching event that is not time specific (and usually not place specific)

Audio Descriptions
These describe the visuals that are portrayed in the video. Examples of what can be included in an audio description are if the video includes diagrams or charts.

California Virtual Camps (CVC)
A place for students to search for common online classes across the state at 115 California Community Colleges. Faculty can participate in professional development including alignment with the CVC Course Design Rubric and course quality badging on the CVC.EDU exchange.. Ventura College is a member of the CVC-OEI Consortium which has been working to address online achievement gaps and increase student access to quality online courses. See the About the CVC- OEI for more information.

Camtasia
Camtasia is an advanced video editing tool and the district can add a copy to your machine. Please contact the information technology department.

Canvas
The learning management system currently used by the Ventura County Community College District.

Canvas Studio
A video editing tool that connects to canvas and allows easy access to edit, caption, and share your video creations.

Captioning
A process of converting audio content (narration, dialogue, music, sound effects, etc.) of a video into text that is displayed on a screen, monitor, or other visual display system

Chrome
A Google browser that works the best with all of our products. We highly recommend using this browser instead of rival products such as Apple Safari, Microsoft Edge, and Mozilla Firefox. In fact, in some cases the later three just don't work.

Closed Captioning
A user level feature that can be turned on and off by the user

DDEAC
District-Wide Distance Education Advisory CommitteeEAC Educational
Assistance Center.

Ellucian Banner
Enterprise Resource Planning (ERP) software for storage of student records

EOPS
Extended Opportunity Programs and Services

Fair Use
Part of the United States copyright law that allows for minimal reproduction of copyrighted works without gaining permission from the author(s).

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

Hybrid Course (partially online)
A course that is offered both online and on campus.

ITAC
Information Technology Advisory Committee

Learning Management System (LMS)
A program used in training for delivering content. We currently use Canvas as our LMS.

LRC
Learning Resource Center.

LRC Training Studio
The LRC Training studio is available for creating videos, editing videos, recording videos, and experimental classrooms. You can be placed on the schedule by contact a Distance Education representative.

Microsoft Office
Our faculty have access to MS Office for word processing, excel spreadsheets, and PowerPoint presentations.

Online Courses
A Distance Education course that is fully online

On campus course
A traditional course on campus.

Open Captioning
The captions that remain on video; cannot be turned off

Proctor
A proctor is a person supervising a quiz, test, or exam. The proctor typically works in some role at a university or community college.

Proctorio
A software that we use to simulate having a proctor in the room.

Real-time Captioning
When captions that are simultaneously prepared and transmitted. If lecturing or presenting live via video, use a videoconferencing tool like Zoom, and you may also want someone else to handle the captions

Regular and Substantive Interaction (RSI)
RSI is a requirement for DE classes at Ventura College. Instructors are responsible for 1) interacting with students on a predictable and regular basis 2) monitoring students' academic engagement and success; and 3) proactively engaging in substantive interactions with them.

Screencasting
A process in which the area on your monitor is either presented live or copied live while you are speaking and/or presenting your lesson.

Screencast O Matic
A screen capturing too that is a very reliable and low-cost. This is wonderful for part-time instructors. Many faculty are using it at Ventura College.

Section 504
Prohibits discrimination on the basis of disability in educational settings which receive federal dollars. To learn more about Section 504, please explore the information found at http://www.ed.gov/about/offices/list/ocr/504faq.html.

Section 508
Part of the federal Rehabilitation Act of 1973, Section 508 requires equal access to telecommunications for students with disabilities. This applies to students with disabilities enrolled in distance education courses. For more information regarding Section 508, please review the information available at http://www.section508.gov/.

Synchronous
An adjective that describes a teach event occurring at the same time and usually place

Subtitles
Captions displayed at the bottom of a movie or television screen that translates or transcribes the dialogue or narrative. This is user level controlled.

Title 5
Title 5 is the part of the California Code of Regulations that deals with education in California.

Transcripts
A text version of the video or audio recordings; typically, useful for viewers to download and have access to the text of the media

Web-enhanced course
Canvas is our district approved Learning Management System. Instructors are provided a Canvas shell for all courses. Teachers teaching on campus are encouraged to web-enhance their course by providing material, context, and grading feedback.

VCDEAG
Ventura College Distance Education Advisory Group

VC Tech Committee
Ventura College Technology Committee

YouTube
We support those who are using YouTube creations. Please check out our LRC Training Studio.

Zoom
A video conferencing that is used at VCCCD.