



SOUTHERN STATE
COMMUNITY COLLEGE

Distance Education

Faculty Manual

Distance Education Faculty Manual

Use the Navigation Pane to help you jump to sections of this manual. To enable it, click on View in the menu, then check the Navigation Pane box.

Please contact Dr. Angel Mootispaw (amootispaw@sscc.edu) with questions about the Faculty Manual, LMS Template, or other items related to teaching distance education (DE) courses at SSCC.

PURPOSE

The purpose of the Distance Education Faculty Manual supports the college mission by guiding faculty in delivering accessible, affordable, and high-quality education to learners throughout Southern Ohio.

COURSE & SIMPLE SYLLABUS READY DATES

- Course content and Simple Syllabus must be ready on the **Friday before the start of each semester**.
- Courses and syllabi are published on **Saturday morning before the start of the semester**.

ASSIGNMENT DUE DATES

- Due dates are **required** for all DE courses and must be added to all Canvas activities (discussions, quizzes, assignments).
- As the instructor, you have the flexibility to adjust due dates.
- Semester weeks start on Monday and end on Sunday.
- Finals week starts on Monday and ends on Saturday.

RESPONSE TIME REQUIREMENT

- All correspondence must be answered within **48 business hours**.
- If you choose Sunday for due dates, please check Canvas on Friday to ensure timely responses.

GENERAL PREPARATION

Credit Hour Policy

Southern State Community College's approximation of the credit hour is as follows:

Credit hours earned	In-person, online, hybrid, and/or accelerated delivery of credit bearing course		Other academic experiences which are credit-bearing
	In-class requirements for the term	Out-of-class requirements for the term	
1 Credit	15 hours	30 hours	45 hours
2 Credits	30 hours	60 hours	90 hours
3 Credits	45 hours	90 hours	135 hours
4 Credits	60 hours	120 hours	180 hours

FEDERAL REGULAR AND SUBSTANTIVE INTERACTION (RSI)

Per federal regulation, Regular and Substantive Interaction (RSI) is required by the United States Department of Education (ED) for all distance education courses. Non-compliance may result in the reclassification of a course as correspondence education, which can jeopardize a student's eligibility for federal financial aid and the institution's ability to offer distance education courses.

Definition of Substantive Interaction

According to [34 CFR §600.2](#), *Substantive Interaction*, is defined as "engaging students in teaching, learning, and assessment, consistent with the content under discussion." Substantive interaction must

include at least two of the following:

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

(DE, 2019, [Chapter 34, §600.2](#))

Substantive Interaction must take place **with all students weekly** to ensure the course maintains its status as distance education.

Definition of Regular Interaction

The institution ensures Regular Interaction between **instructors and students by meeting both of the following requirements prior to the student's** completion of a course or competency-

1. Providing 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; and
2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

(DE, 2019, [Chapter 34, 600.2](#))

It is critical that faculty and instructors actively monitor student participation, identify students who are not engaging, and initiate outreach as appropriate. If attempts to re-engage the student are unsuccessful, an Early Alert must be submitted (see instructions below). The office of Instructional Technology recommends sending Early Alerts each week the student is not engaging.

RSI Requirements for Faculty and Instructors

Faculty and Instructors must incorporate at least **TWO** of the following ideas to meet **Federal Regular and Substantive Interaction (RSI)** for this course:

- Post a weekly announcement that provides direct instruction related to course content (e.g., clarifying key concepts, addressing common questions, or offering additional context), along with tips and guidance for the week's assignments or activities.
- Record and share brief lecture videos on key topics (recommended length: 2-5 minutes).
- Facilitate and guide Discussions to foster engagement, encourage critical thinking through thought-provoking questions, and model effective online communications.
- Provide timely, detailed, and meaningful feedback that provides scaffolding on assignments.
- Participate in an engaging course introduction activity with students to help foster a safe learning environment and sense of belonging.
- Offer optional synchronous sessions (live meetings) at strategic times (before mid-terms, finals, other high-stakes assignments).

Syllabus Requirement:

All online course syllabi must clearly state how the course meets at least two forms of Regular and Substantive Interaction (RSI). The statement should identify specific instructional practices used and how they support active student engagement.

Example Syllabus Statements:

Example 1: *In this course, you can expect regular and substantive interaction through weekly assignment feedback, active instructor participation in discussions, and weekly office hours. Additionally, each week an Announcement will be posted by 11 am EST on Monday morning, providing instructions specific to that week's activities and assignments.*

Example 2: *This course includes a combination of recorded micro-lectures, live weekly Chat sessions on Thursdays from 6 pm to 7 pm, weekly office hours on Wednesdays from 11 am to 1 pm, and feedback on assignments within one week of the due date.*

Course Preparation

Two Weeks Prior to Class

- Read the course and all assigned course content from the **Student View**. Contact your [Division Coordinator](#) (see list at the end of if you have any questions).
- Add Dates to all Modules.
- Add due dates to Assignments, Discussions, and Quizzes.
- Add **Getting Started** Instructions to the Home Page.
- Add release dates for Home page Modules in Design Plus.
- Add all required information to the template pages:
 - Course Overview
 - Meet Your Instructor
 - How We Communicate – make sure you update the language to YOUR grading policies.
- Add the required information to Simple Syllabus*:
 - Course Time and Location/Modality
 - Instructor Information: add Credentials (i.e., MS, Mathematics, Ohio University)
 - Office Hours
 - Grading Procedures or Assessments – this area must contain the semester assignments
 - Course Methodology (example provided in Simple Syllabus)
 - Course Outline (weekly activities required)
 - Click Submit to complete and publish.

*Contact your [Division Coordinator](#) with any questions concerning Simple Syllabus.

One Week Prior to Class

- Check your SSCC email to review any student questions.
- Check the student roster to see who will be in your class section.
- Review all learning objects and materials for the week.
- Prepare any additional materials/activities that might help students learn in this course.
- Consider sending a welcome email to students that covers the same information as your welcome announcement.

During the First Week of Class

- After 8 am on the first day of the course, post your Welcome Announcement. Suggestions:
 - Introduce yourself and provide a video tour of the course.
 - Provide your expectations for the class (e.g. attendance, assignment submission, grading, use of the gradebook, etc.).
 - Fully Online classes (if applicable): Poll students about their preferred day/time for synchronous class meetings. Choose a day/time that is best for most, then share it. See the “Class Meetings” section in the Activity & Tools Preparation section of this manual

for more information.

- Give students your preferred means of contact and your timeframe for replying. The timeframe cannot exceed 48 business hours.
- Send an **email** to any student who has not logged in by the **first day** of class.
- Send an **email** to any student who has not logged in by the **third day** of class and submit an **Early Alert** in MyRecords.
- Highlight the overview and assignments in the class and describe why they are important and useful.
- Respond to student emails as quickly as possible. You are expected to respond to student emails within **48 business hours**. In addition, it is helpful to contact individual students from time to time. You must reach out to students who are struggling to check in, give guidance, or provide encouragement. If a student does not have activity in a week, reach out to them and submit an Early Alert (more information below on Early Alerts).

Activity & Tool Preparation

Class Meetings (if applicable) To prepare for class meetings:

- Poll your students to determine the day and time that works best for most students. A tool like [Doodle Poll](#) makes this very easy. Communicate the day and time chosen for the class meeting via email and an announcement.
- Add class meeting assignments and dates.
- Prepare to facilitate the class meeting. Depending on the needs of your course, you may choose to:
 - Deliver a short presentation.
 - Use breakout rooms to have students collaborate in small groups.
 - Hold “office hours” to answer questions.
 - Present a case study or a scenario.
 - Ask questions that extend, develop, and deepen the conversation.
- Plan to join the session at least 15 minutes prior to the start time so you can check your camera and microphone settings, upload materials, and greet students as they arrive.
- Record class meetings and share the recordings with students.

Discussion Board or Canvas Chat

- **Subscribe** to the Ask A Question discussion and/or Canvas Chat tool to ensure you do not miss any communication.
- Monitor the discussion board activities. As appropriate, respond to selected student posts and moderate the conversation.

Grading & Feedback

Grade and return all assignments to students within at least a week of the assignment’s due date. Be sure to provide substantive feedback that guides the learner toward a more effective application. **Add your grading policy to the syllabus and the How We Communicate page and Simple Syllabus.**

Turnitin

Some assignments in this course may use Turnitin to check for plagiarism. You can access each student’s Turnitin feedback through SpeedGrader. Note that you can adjust what is included in the dynamic Similarity Report for each submission (for example, you can exclude bibliographic material, small sources, and a student’s previous work, if necessary). You may also choose to enable the ETS grammar checker. For more information, see the [Turnitin for Canvas](#) help page.

Taking Attendance

The College is obligated by the U.S. Department of Education to track attendance. You are required to take attendance for each week of class, both face-to-face and online. Course activities that are academic in nature and require participation are how online courses record attendance. Follow attendance guidelines sent by the Registrar. If you have questions, contact Amanda Thompson (athompson@sscc.edu).

Early Alert

Use the Early Alert tool in MyRecords to report students who have not been active in the course. Monitor student activity weekly. Please reach out to the student before submitting an Early Alert.

New Analytics

Use New Analytics in Canvas to monitor and track student activity and grades. [Visit What is New Analytics](#) to learn more about using the tool.

General Courseware Information

If your course uses integrated courseware, you must contact the publisher to create your course for the semester. If you have questions about how the courseware works (for example, granting an extension for an Incomplete), contact the publisher first, then Canvas 24/7 Support for assistance.

Canvas Support Options

Canvas Support is available 24 hours a day, 7 days a week, 365 days a year to faculty and students. You can reach Canvas 24/7/365 support by clicking the Help icon in the Global Navigation pane on the left side of Canvas from any screen.

If Canvas cannot provide assistance, they will direct you to the correct internal contact.

WEEKLY TASKS

- Respond to student emails within 48 business hours.
- Watch for students who may be struggling.
- Answer any student questions in the Canvas Ask a Question discussion, Inbox, or Canvas Chat.
- Complete grading.

SSCC LMS TEMPLATE

SSCC requires all courses to use the LMS Template for delivery of online courses. The LMS Template is comprised of:

- *Home page – to include Getting Started information*
- *Ask A Question or Canvas Chat*

Course navigation

Always Visible	Visible if in Use	Never Visible
Home	Announcements	Discussions
Simple Syllabus	Publisher Links (MyMaterials, Pearson, Cengage, etc.)	Syllabus
Grades	Chat	Pages
Modules	LockDown Browser	Quizzes
Policies & Resources	Attendance	Assignments
EvaluationKIT	Zoom	Conferences
UDOIT	Collaborations	Files
	New Analytics	O365
	People (group assignments)	Badges
	Outcomes (visible to instructor only)	Follett Discover
	Rubrics (visible to instructor only)	Big Blue Button
	Item Banks	Google Drive
	My Materials	Files
	Studio	
	Smart Search	
	MulitTool	
	Lucid (Whiteboard)	

MODULES

Each Module is to include a Module name with dates, a Weekly Overview page, and headers: Read It, Watch It, and Do It. This is the most common navigation used in our online courses. If you do not have content to add under the headers, please **remove or unpublish them**.

DIVISION COORDINATOR

Name	Division	Email
Jody Bishop	Social Sciences	jbishop@sscc.edu
Amie Gardner	Life Sciences	agardner@sscc.edu
Bob Krauss	Applied & Physical Sciences	bkrauss@sscc.edu
Abigail Storrs	Health Sciences	astorrs@sscc.edu
Nicole Sheppard	Arts & Humanities	nsheppard@sscc.edu
Jeff Tumbleson	Business	jtumbleson@sscc.edu

