Emergency Remote Instruction

Purpose of This Document

The purpose of this document is to summarize the difference between distance education (DE) and emergency remote instruction (ERI), establish some basic expectations for each, and establish guidelines for successful implementation of emergency remote instruction.

Distance education has been well established as a method of instruction on our campus. Distance education classes are intentional, planned, approved, and properly prepared by instructors with training specific to distance education.

The information this document provides regarding distance education is in no way meant to define all expectations and requirements for a DE course. It is meant only to provide a basis for contrasting with ERI.

Unlike distance education, emergency remote instruction has been adapted for technology-based instruction that is separated by distance but not necessarily time.

ERI courses are temporarily delivered at a distance due to some emergency (e.g., contagious viruses, fire, flood, earthquake, civil unrest, terrorist threat, utilities outage, etc.).

This is a living document and should be continuously updated as occurrences of Emergency Remote Instruction arise.

Distance Education (DE)

Distance education means that the methods of instruction, methods of communication, course objectives, and assignments have been adapted for technology-based instruction that is separated by distance and/or time. This instruction should adhere to title 5 requirements including, but not limited to, an emphasis on regular effective student-to-student and instructor-to-student contact and accessibility standards.

Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

Emergency Remote Instruction (ERI)

Emergency Remote Instruction implies that the class, including all learning outcomes, has been adapted for technology-based instruction that is separated by distance but not necessarily time. So far as possible, faculty and students should have the expectation to be available synchronously during the times and days corresponding to the hours and days of the week in which the class was originally scheduled.

Instructors who are unable to be available with students during the originally scheduled class time must communicate the alternative time and/or method for regular effective communication to the dean and students. Instructors are encouraged to stay as consistent as possible in their methods of instruction and regular effective communication.

As needed, a syllabus addendum regarding changes to methods of instruction and expectations to the course should be posted for students to access and forwarded to the instructor's dean.

Instructors who find themselves in a remote teaching situation are encouraged to consider using various LMS functions to supplement synchronous instruction. While adopting these new tools, instructors are encouraged to ensure that the implementation is supporting student success without causing a severe impact on student workload.

Instructional materials should be adapted to work with the limited resources available during an emergency. Instructors who require students to print materials for class assignments must first work with their dean to ensure that students will have reasonable access to printing facilities.

Instructional materials should be adapted to meet ADA compliance. Instructors should utilize campus resources including Alternative Media and Assistive Technology Specialist, DSPS Office, PD Lead, DE Lead, ERI Training Leads to help ensure that instructional materials are accessible to persons with disabilities.

When the emergency order has been lifted and the campus/district administration deems it appropriate, instruction should resume as it was originally scheduled (e.g. face-to-face or hybrid). Faculty who are unable to resume instruction as it was originally scheduled and need to continue ERI must receive their dean's approval.

Guidelines for Successful Implementation of ERI

ERI Taskforce

- **ERI Taskforce.** Due to the unpredictability of ERI situations, it is recommended that the following shared governance ad-hoc committee is created for the duration of any ERI. The goal of this team should be to lay out basic planning for training and support for each specific area, including support and training as it may relate to students, faculty, and staff, updates to the college website to accommodate ERI, and updates to Canvas add-ons to support ERI.
    - The task force may include representatives from the following: instructional faculty, non-instructional faculty, classified, CSEA, CTA, DSPS, Assitive Technology Specialist, Student Senate, DE Lead, ETC, and administration.

Training Teams

- **Training Teams.** With guidance from the planning teams, members of a training team will be selected from appropriate faculty, staff, and administrators. If possible, students should be included in the training teams as appropriate.
    - If at all possible, faculty, staff, and administrators selected to lead regular training should be given compensation for their training work.

Effective Communication

- **Synchronous communication.** Effort to be available synchronously at the scheduled class time should be made. Instructors should keep in mind that if they are unavailable at the scheduled class time the alternative time and/or method for regular effective communication needs to be communicated to their dean and students.
- **Make announcements at least once a week, if not more frequently.** Whether you do this through Canvas, email, or other means, students need to feel your "presence" regularly.
- **Video.** Video communications humanize the learning experience, reducing a sense of isolation and catering to visual and auditory learners.
- **Create a "Catch-all" discussion board** where students can ask you questions (don't forget to check this discussion and respond), and other students can see your answer. If one student has a question, its likely other students are wondering the same thing. We suggest calling this board "Ask the Instructor" or "Hey, Professor!"
- **Enlist the help of students who have experience with Canvas and online learning.** Start another discussion within Canvas just for that. Encourage students to ask and answer each other's questions, just as they would in class.
- **Post due dates in more than one place** (course schedule, announcements, assignment summaries, etc.) Some students may be new to Canvas and not know where to look for the information you share.
- **Communicate changes.** As needed, a syllabus addendum regarding changes to methods of instruction and expectations to the course should be posted for students to access and forwarded to the instructor's dean.

Mindfulness Toward Student Workload

- **Changing home lives and learning environments:** Students may not be available (changing work schedules, childcare, eldercare) or able to commandeer the family computer to Zoom for two straight hours for a live lecture. Faculty should keep this in mind before requiring students to attend the live lecture. Faculty are encouraged to record the lecture and post it for students who may not be able to attend.
- **Limited Resources.** Instructors who require students to print materials for class assignments must first work with their dean to ensure that students will have reasonable access to printing facilities. Students may be limited in accessing resources such as printers, office supplies, or other such material. Please be mindful of the added stress acquiring these items may place on students.
- **Assignments:** We suggest focusing assignments on the must-haves for the class, rather than all of the extra and exciting assignments we can engineer. Our students will be just as stressed and overworked right now as we are, if not more.
- **Examinations/Proctoring:** Before requiring proctoring, instructors should keep in mind the severity of student situations - like lack of childcare, lack of defined school space, lack of financial security, lack of decent
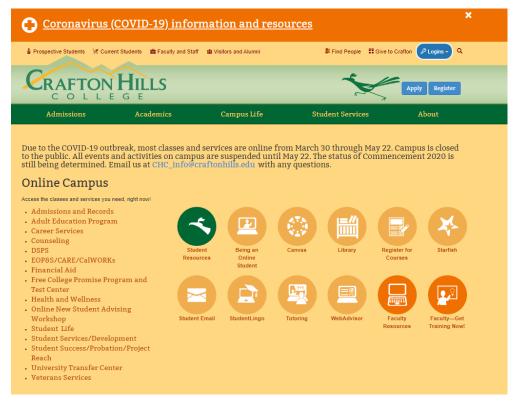
internet access, lack of a dedicated computer - and _shift focus on offering accommodations or alternatives_ for students regarding exams for the remainder of the semester.
- **High Anxiety Levels:** Faculty should be mindful of the added stress that strict testing requirements and heavy assignment loads may cause. Remember to ask yourself, do students really _need_ this for my class right now?

Workshops, Training, and Support

- **Student Workshops:** Workshops on "How to be an Online Student" and "Time Management," should be scheduled to help students negotiate their new environment. Faculty should consider sharing this information in a prominent place where students can easily find it.
- **SBCCD Faculty Resources**: A Canvas course (no assignments!) that has resources and discussions where District faculty can crowdsource help and advice. Members of the ERI teams from both campuses will check in to respond as well.
- **One-on-one Support:** For instructors that need individualized assistance, ongoing remote training and support will continue to be available throughout the remainder of the semester.
- **Accessibility Support:** Accommodations for DSPS students must still be met. CHC's Alternative Media and Assistive Technology Specialist, will be available to assist with live or closed-captioning and other accessibility concerns.

Further Resources

- Crafton Hills College Online Teaching Resources
    - https://www.craftonhills.edu/faculty-and-staff/online-teaching/index.php
- College of the Desert definition for Distance Education:
    - http://www.collegeofthedesert.edu/students/oc/faculty/Pages/rec.aspx
- Title 5 as related to distance education
    - https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=ICD714E20D48411DEBC02831C6D6C108E&transitionType=Default&contextData=%28sc.Default%29#I30AFD0EF02B449E187E6485AB412054F
- Updates to CHC homepage during last ERI

- Updated student resources page
    - https://www.craftonhills.edu/current-students/online-student-services/index.php
- Updated faculty resources page
    - https://www.craftonhills.edu/faculty-and-staff/online-campus/index.php
- Updated accessibility resources page
    - https://www.craftonhills.edu/faculty-and-staff/online-teaching/accomodating-dsps-students.php
- Example training schedules
    - https://www.craftonhills.edu/faculty-and-staff/committees/educational-technology-committee/docs-2014-2015/ongoing-remote-learning-help3-4-9-20.pdf
    - https://www.craftonhills.edu/faculty-and-staff/committees/educational-technology-committee/docs-2014-2015/de-training-week1.pdf
    - https://www.craftonhills.edu/faculty-and-staff/committees/educational-technology-committee/docs-2014-2015/de-training-week2.pdf