



# Online Teaching Handbook

2018-2019

Pending Approval

This edition of the Porterville College Online Teaching Handbook contains helpful information, resources, policies, and procedures pertinent to instructors at the College who are teaching an online or a hybrid course. Technology and regulations change frequently, and as the topics in this handbook relate to these issues, the policies, procedures, and suggestions herein are subject to change at any time. This handbook will be revised regularly to stay current with issues for which it might be impacted. This handbook is available as a PDF document requiring a PDF reader. It is available in alternative media upon request to the Distance Education Coordinator at [sphinney@portervillecollege.edu](mailto:sphinney@portervillecollege.edu).

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## **Policies and Guidelines**

### **Academic Honesty**

It is strongly recommended that you either engage students in a discussion of academic honesty or clearly explain student responsibilities for academic honesty or both. You can link to the KCCCD board manual section that defines plagiarism and cheating, in Appendix 4F7D at [www.kccd.edu/download/328](http://www.kccd.edu/download/328). For additional suggestions refer to the WICHE document, Best Practice Strategies for Promoting Academic Integrity in Online Education, at [wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf](http://wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf).

### **Accessibility**

Online and hybrid courses, as is true of all our courses at Porterville College, must be accessible to every student regardless of a student's disability. Federal regulations stipulate that with online courses the access must be built into the course from the outset and not simply added when needed. Online and hybrid faculty should take part in one of the many training opportunities provided by the college on accessibility. Workshops are offered at least once per academic year. Notices about upcoming workshops are emailed to faculty. You may also wish to refer to the Online Course Accessibility Checklist (see Appendix B) to help you verify that your content is accessible. If you've completed the workshop and still have questions, contact Sarah Phinney, the Educational Media Design Specialist, at 559-791-2380 or at [sphinney@portervillecollege.edu](mailto:sphinney@portervillecollege.edu).

### **Attendance and Drop Policy**

Census date records are the documented calendar times for determining the actual enrolled student population for the college. It is the census date enrollment numbers which are used by the State to determine college funding. Therefore, the State Education Code requires that accurate records be maintained. Census dates are listed on your class roster. State regulations require instructors to drop all students who are not actively participating by 11pm on the day before Census date. In an online class, participation means participation in an academically related activity. It is important to keep accurate records of class activity. In many cases, the LMS will help you greatly with your record keeping, but be sure you can find attendance records in the event you need to provide them.

Faculty members may drop students who do not show up for the first day of class, or the equivalent in an online class. For online classes, instructors should require at least one course activity be completed by a specified date within the first week of the class. Students not completing your required activity by the deadline would be considered having not attended the class on the first day, and should be dropped. However, you should clearly tell students in your opening email to them, about this required activity and the deadline and penalty for not meeting the deadline. If you have students on the waitlist, you can also have an opening activity that they are required to complete by the same deadline. This activity will have to be conducted outside of the course LMS, since students on the waitlist will not have access to the course Website.

Once your deadline passes for this first activity, you should drop students from the waitlist first, if you have given waitlisted students an opening activity and deadline. Then drop the students from the official roster who missed the deadline. If done in this order, only active waitlisted students will roll in to any open seats in the course.

As the course progresses you should drop students who are no longer attending as evidenced by their no longer participating in academically related activities. You will have to establish your own reasonable criteria for what length of time or what number of missed activities will result in a student being dropped from the course for non-attendance. Make sure you state this policy very clearly in your syllabus.

If you need to drop students, do so through Banner. You will be asked to supply the last date of attendance for the student (the last date that they participated in a class activity), so it is important to write it down or be able to look it up in the course records stored in the LMS.

### **Authentication**

Recently, national attention has been focused on the identity of students who take online courses. The 2008 reauthorization of the Higher Education Opportunity Act (HEOA) requires that institutions ensure that students who receive credit in online courses are the same students who complete the work. In accordance with the HEOA, Porterville College requires students to use their college assigned login to access the course website within the college approved Course Management System (CMS), thus keeping student access and student data secure. Online instructors are required to use the college adopted course management system as the entry point to their online courses so that this college assigned login is maintained. For more suggestions refer to the KCCCD Board Policy Procedure 4B3.

### **Certification to Teach a Distance Education Course**

In order to teach an online or a hybrid course for Porterville College, an instructor will be required to show completion of the following:

- The @One or Porterville College course “Introduction to Teaching with Canvas”, or another course(s) that covers the same content, and has been pre-approved by their Dean.
- The @One course Introduction to Online Teaching and Learning, or another course(s) that covers the same content, and has been pre-approved by their Dean.

### **Copyright**

Instructors are responsible for making sure that their course materials are used in a manner that is compliant with copyright laws. It's also a good idea to discuss with students the importance of following copyright laws and the potential consequences of not abiding by them. You can even combine this with information about properly citing sources and other issues of academic honesty.

## **Faculty Evaluations**

Refer to your contract for the latest protocol in conducting online faculty evaluations. Contact your dean if you have any questions.

## **Getting Students Started**

By 8:00am on the first day of the semester (or first official start date of the class if different), you should send an initial email to the students in your class with instructions on how to login and get started in your class. It is best to send the email a few days before the start of the semester if you can. To ensure that students receive the email message, we recommend that you use email for this initial message, since students can opt out of receiving notifications from Canvas. You can get the list of student email addresses from Banner, and copy them to the BCC field of an email message. Using the BCC field ensures that students do not see each others' addresses. Don't forget to contact your waitlisted students if you have any.

## **OEI Course Design Rubric**

The CCC Online Education Initiative (OEI) has created a course design rubric to help instructors evaluate the design of their online and hybrid courses. The Porterville College Distance Education Committee recommends that instructors use the rubric to evaluate their courses, and work towards aligning their courses with all specifications of the rubric. Doing so will not only help us to ensure a certain level of consistency with our online courses, but will also help to ensure that our courses are accessible. Instructors will benefit also, as the consistent nature and user friendly design will likely result in less confusion for students and thereby fewer questions about course functionality. In addition, instructors who may be thinking of having their course reviewed for eventually offering the courses on the statewide course exchange, will be one step closer to a successful review. To see and download the most recent OEI Course design rubric, visit [ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/](http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/)

## **Office Hours**

Though office hours may not take place in a physical space for online classes, full-time faculty are still required to hold office hours for online students and adjunct are strongly encouraged to do so. Many online teachers hold virtual office hours at scheduled times using a chat or Web conferencing tool. Others like to encourage online students to call them, or stop by their office during scheduled campus office hours.

Whatever your preference, it is important to offer your online students the opportunity to meet, chat, or talk to you in real-time. A situation that may take days to resolve through asynchronous methods, might be able to be resolved in a matter of minutes through a real-time conversation. If your chat tool is not private, be sure your students are aware of that and suggest alternative methods to reach you for private conversations.

## **Regular & Effective Contact**

One thing that differentiates a distance education course from a correspondence course is the student and instructor contact. Title 5 specifically requires that distance education courses, both fully-online as well as hybrid courses, include regular instructor-initiated contact with students. This is one way that instructors can keep tabs on student progress and participation. It also opens the door for students to ask questions. All online and hybrid classes at Porterville College must include regular and effective contact between instructors and students. Please refer to Porterville College's Regular & Effective Contact Policy (Appendix A) and the KCCCD Board Policy Procedure 4B3. You should also review your course's outline of record. Contact your division chair if you don't have a copy.

## **Student Conduct**

Standards for student conduct should be clearly defined in your class. You can provide links to the board policy manual section 4F7 on student conduct at [www.kccd.edu/download/328](http://www.kccd.edu/download/328) and also to the KCCCD Computing and Network Use Policy at [www.kccd.edu/sites/kccd.edu/files/KCCCD%20Computing%20and%20Network%20Use%20Policy.pdf](http://www.kccd.edu/sites/kccd.edu/files/KCCCD%20Computing%20and%20Network%20Use%20Policy.pdf). We also recommend that you remind students of your specific expectations for class conduct, specifically in terms of the online class (e.g. using abbreviations in forums, flaming, dealing with disagreements respectfully, use of all caps, etc.)

## **Syllabi**

The course syllabus serves as a core document in an online class, and therefore should be made easily accessible from within the college's adopted course management system. You should take ample time and great care in crafting your syllabus. It should be thorough enough to orient the new student to how your course is structured, the academic requirements of the course, procedural matters of the course, the course calendar, and it should include information for students wishing to locate Porterville College resources. In addition, your syllabus should contain a statement regarding student services for the disabled. Contact the Disability Resource Center if you would like sample language for your syllabus.

## **Faculty Support**

### **College Representation**

Online and hybrid faculty have a number of groups that they can turn to when they need a voice on campus. The Distance Education Committee, a sub-committee of the Academic Senate, is a good place to go for many questions or concerns you may have about your on-line class. For contractual matters contact your CCA representative. For academic concerns you may want to contact your division chair, your dean, or the Academic Senate.



## **Contacts**

- Canvas Technical Support: 844-602-6285 or from within Canvas
- KCCD Technical Support: 877-382-3508 or [support.kccd.edu](http://support.kccd.edu)
- Technical & pedagogical support to faculty: 559-791-2380 or [sphinney@portervillecollege.edu](mailto:sphinney@portervillecollege.edu)
- Disability Resource Center: 559-791-2215
- Library, Reference Assistance: 559-791-2370 or [pclibrary@portervillecollege.edu](mailto:pclibrary@portervillecollege.edu)

## **Course Development Support**

For online course development assistance you may have several options. Check with your Division Chair and see if there is an online faculty mentor in your division. You can also work with the Educational Media Design Specialist (EMDS). The EMDS has experience in both the technology and pedagogy of online and hybrid course design and teaching. The EMDS is located in the Library in room LIB-438, by phone at 559-791-2380, or by email at [sphinney@portervillecollege.edu](mailto:sphinney@portervillecollege.edu).

## **Technical Assistance**

For faculty technical assistance during weekdays, contact the EMDS. For evenings and weekends, or for students' technical support please contact either the Canvas Help Desk at 844-602-6285 or the KCCD Help Desk at 877-382-3508. You can also find a link to Canvas support by clicking the question mark button in the Canvas global navigation, and you can go to the online KCCD support page at [support.kccd.edu](http://support.kccd.edu). We are unable to provide support to publisher's sites.

## **Training**

Porterville College offers numerous free workshops for faculty. Some of the workshops are specifically geared towards online and hybrid courses, while others may also be of interest to instructors of traditional classes. Online and hybrid faculty are expected to complete both the workshop on teaching within the adopted course management system, as well as the online accessibility workshop. Notifications about workshops are sent to all full and part-time faculty at their college email address.

## **Things to Consider**

### **Helpful Tips**

- At the end of the semester you will be required to submit course grades to the Admissions Office. Many instructors handle this by downloading the Grades from Canvas as an Excel spreadsheet, modifying it if necessary and submitting it.

## Proctored Exams

Some instructors require one or more exams to be proctored. Proctored examination is one of several approaches that address academic integrity in a course. If you decide to require proctored exams, here are some things you may want to consider:

- You may want to use the online proctoring tool, Proctorio, to administer online tests and quizzes that take advantage of technology to verify student identity and to monitor students while taking tests. For more information, contact the EMDS.
- For hybrid courses that will be taking exams/quizzes on campus, schedule a suitable classroom (e.g. Do you need computers?) for your exams. Contact your division chair for information on reserving a classroom.
- The instructor must be in attendance during the exam time to serve as the proctor.
- Notify students within the first week of the course about the proctored exams and their day and times. Consider mentioning this in more than one location (e.g. in the syllabus, and in a course announcement or welcome letter).
- For fully online courses, you must have a policy in place to accommodate testing for students who either have a time conflict with your scheduled exams, or cannot make it to the campus. If it is the former, you might consider proctoring the student yourself at another time that works for that student. For the latter, you will want to have an established remote proctoring policy. Here are some examples you may want to include:
  - Student must use Proctorio.
  - Proctor cannot be a relative.
  - Proctor must be able to provide computer with Internet access to the student for up to 2 hours (ignore this requirement if your exam is paper-based).
  - Proctor must be employed as one of the following:
    - Staff at official college/university testing center.
    - College/university instructor, librarian, or advisor.
    - High school administrator, librarian, or teacher.
    - Public librarian.
    - Educational officer of a military installation.
  - The student must provide the name, professional email address, phone number, and physical work address for the potential proctor.
  - You should provide a form with your testing policies and requirements to the proctor, and the proctor must sign, and return the form by your given deadline (recommend by the 2nd week of the semester).
  - Student must schedule their exams with their proctor so that they are taken within 1-day of when you will be proctoring on-campus. Student must arrange this date two weeks in advance and they must notify you of their testing date and time, as soon as they arrange for it.

- Set your exam up so that a password must be used to start the exam (change the password for every exam).
- Send the password to any remote proctors only via snail-mail to their official work address.
- Require that the remote proctor check students' government issued ID (e.g. driver's license, passport, etc.).
- Require that the proctor observe the student during the exam at all times.
- Notify the proctor of allowed and prohibited items, during testing.
- Ask proctor to notify you of any anomalies that occurred during the exam.
- Make sure your student is aware of all of the proctoring policies and what might trigger them being unable to take the exam (i.e. forgetting to bring a government issued photo ID to the exam), or what might disqualify the exam (i.e. the proctor notified you that they saw the student using their phone during the exam.).

### **Student Orientations**

A self-paced orientation for students has been set up in Canvas. This is a generic orientation that goes over some of the basic features of using Canvas, and covers some basic tips to help online students be successful. Students can earn two separate badges in this orientation. One badge represents knowledge of Canvas and basic tips for being an online students. The other badge indicates the student has completed the units related to being a successful college student in general. Contact the EMDS if you would like to have your students complete either of these badge tracks.

It is also a great idea to create your own orientation that is specific to your class. It will give you a chance to go over specific details of your course, and also provide an opportunity to introduce yourself to your students. The best way to accomplish this would be with a captioned video. If you would like assistance creating a video, contact the EMDS for assistance. Another option would be to offer a live orientation through a Web conferencing tool and record it for those who could not attend live.

## **Class and Student Resources**

### **Library Resources**

You and your students have access to many library resources from Internet connected devices. The Porterville College Library Website is located at [www.portervillecollege.edu/about-pc/library](http://www.portervillecollege.edu/about-pc/library). Some of the resources available include eBooks, magazine and journal databases, and the PC Library catalog. For reference assistance, contact the Reference Librarian, Chris Ebert, at 559-791-2370 or [pclibrary@portervillecollege.edu](mailto:pclibrary@portervillecollege.edu).

### **Online Courses Website**

Located at [www.portervillecollege.edu/online/online-courses](http://www.portervillecollege.edu/online/online-courses), online students will find many

helpful resources. They can learn about some of the resources available to online student, read suggestions from their peers, and look over the frequently asked questions. There are resources to learn about Canvas, and a link to the Canvas Student Orientation. It's a good idea to include a link to this page in your opening email to students.

### **Online Student Support Services**

There are many different support services available to online students. Online students are encouraged to go to the Online Student Services web page at [www.portervillecollege.edu/student-services/student-services](http://www.portervillecollege.edu/student-services/student-services) to find out more information. We recommend that you share this information with your students.

### **Tutoring Resources**

Porterville College offers both on-campus and online tutoring services to all PC students. On campus tutoring is offered in the Learning Center, located in the Learning Resource Center. Call for hours and additional information at 559-791-2227. Online tutoring is offered by NetTutor through Canvas. All Canvas course sites will have a link to NetTutor when course shells are created. Students can also access NetTutor through the PC Student Resources link in course navigation. NetTutor offers both live tutoring sessions as well as a service that allows students to drop off a paper or a question, and receive a tutor's reply within 24 hours. To see the current tutoring schedule, visit [www.nettutor.com/schedule](http://www.nettutor.com/schedule).

## Appendix A - Regular and Effective Contact Policy

In fully online and hybrid courses, regular and effective contact from the instructor ensures that students receive the benefit of consistent instructor presence as a provider of course content and instructional information, and as a facilitator of student learning. In addition, regular and substantive interaction between the instructor and students affects retention, success, student authentication, financial aid, and college accreditation. Therefore it must be demonstrable and documented, and a college-wide policy that provides guidelines must be in place. This document provides that policy and helps guide instructors in maintaining this crucial element in their courses.

### **Definitions**

*“Distance education” (DE) refers to any course for which some or all of the specified contact hours are not regularly scheduled, that uses one or more technologies to provide instruction to students, and in which there is regular and substantive interaction between the instructor and students.*

*“Fully online courses” are DE courses in which none of the contact hours are regularly scheduled.*

*“Hybrid courses” are DE courses in which some but not all of the contact hours are regularly scheduled.*

### **Instructor Initiated Contact**

State guidelines emphasize that instructors are responsible for initiating contact with students. This makes sense, of course, as students could easily fall through the cracks because they are unwilling, unsure, or confused about contacting the instructor. At the very least instructors in fully online and hybrid courses should regularly contact students to make sure they are involved in the following:

- Accessing course content.
- Comprehending course content.
- Regularly participating in the course activities.

### **Types of interaction**

There are many different types of instructor-initiated interaction that could occur in online and hybrid courses. The types of interaction that an instructor chooses will depend on many things, including but not limited to the purpose of the interaction, the target recipient(s), established norms or policies in the course, and the need for reasonable caution. For example, if an instructor wishes to use bulk text messaging to remind students of assignments, employing applications such as Remind.com will facilitate such a task without revealing the instructor’s private cell phone number. However, instructors may use any combination of the following examples of instructor-student interaction that seems appropriate for the needs of the course:

- Email
- Private messaging system within the learning management system
- Discussion board posting
- Regular announcement through the learning management system announcement tool
- Live online chat (CCCConfer, Moodle Chat, Skype, etc.)
- Timely feedback on submitted work
- Telephone
- Text message (SMS)
- Instructor-prepared lectures or lecture material
- Instructor-assigned student work
- Feedback on student work

### **Frequency of Interaction**

The amount of instructor contact hours, per-week, in a distance education course should be comparable to that in an equivalent face-to-face section. However, due to the nature of distance education, the contact will be distributed in a manner that ensures regular contact throughout the week and for the duration of the term. As indicated in KCCCD Board Policy, at a minimum, instructors should interact with students twice each week.

### **Establishing Expectations**

Instructors should respond to student questions, emails, and other communication initiated by the student within 48 hours. Ideally, the division should work with instructors to establish an overarching policy for instructor contact with students, based on guidelines in this document. Once established, these policies will be explained in the course syllabus and/or other course documents as deemed appropriate. Also, this document shall include information on how the students can contact the instructor, with at least two separate methods for contacting the instructor clearly explained.

### **Unexpected Instructor Absence**

If the instructor will be out of contact for any time not specified in the course documents, the instructor will notify students of the loss of contact and when they can expect regular contact with the instructor to resume. If the instructor's absence will exceed three instructional days (excluding weekend and holidays), then the instructor will submit an absence report so that a substitute can be assigned.

## **Guiding Regulations**

The California Community College Distance Education Guidelines states the following:

### **55204. Instructor Contact.**

*In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:*

*(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.*

*(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*

*NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

### **Guideline for Section 55204**

*This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.*

*Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.*

*The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.*

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), in the “Guide to Evaluating Distance Education and Correspondence Education,” June 2013 edition, states:

*On page 2*

*Definition of Distance Education*

*“Distance education is defined, for the purposes 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...”*

*On page 9*

*Standard II.A.1.a*

*Is there a policy that defines “regular and substantive interaction” for DE courses? (34 C.F.R. § 602.3.)*

## **Conclusion**

By adopting this regular and effective contact policy, Porterville College aims to ensure that students enrolled in distance education classes experience the same quality and amount of support from instructors as those enrolled in face-to-face classes. The only difference is that the types of contact in distance education classes may be significantly more diverse than that of a traditional classroom setting. Ultimately, whether enrolled in online classes or on-ground classes, students remain our focus as we commit to ensuring an excellent educational experience while they engage in coursework at Porterville College.



## Appendix B - Web Resource List

- PC Technology Learning Center (TLC) Website - Note: This site is retiring soon  
[www.portervillecollege.edu/tlc/technology-learning-center](http://www.portervillecollege.edu/tlc/technology-learning-center)
- PC Center for Instructional Technology (CIT) Website - Will be replacing TLC site  
[kccd.instructure.com/courses/24513](http://kccd.instructure.com/courses/24513)
- PC Online Courses Website  
[www.portervillecollege.edu/online/online-courses](http://www.portervillecollege.edu/online/online-courses)
- PC Library Website  
[www.portervillecollege.edu/about-pc/library](http://www.portervillecollege.edu/about-pc/library)
- OEI Course Design Rubric  
[ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/](http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/)
- Best Practices for Promoting Academic Integrity in Online Education  
[wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf](http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf)
- KCCCD Board Policy Manual  
[www.kccd.edu/board-trustees/board-policy/board-policy-contracts](http://www.kccd.edu/board-trustees/board-policy/board-policy-contracts)
- @One Training and Online Resources  
[onefortraining.org](http://onefortraining.org)
- DE Captioning and Transcription  
[www.canyons.edu/Offices/DistanceLearning/Captioning/](http://www.canyons.edu/Offices/DistanceLearning/Captioning/)