The Skyline College Distance Education program was identified in the Education Master Plan 2013 - 2019, as a program to strengthen as more students are looking for alternative ways to access education and course options to support their educational plan. The formation of the Center for Transformative Teaching and Learning (CTTL) was the first step that was taken toward enhancing our distance education program.

The Education Master Plan also suggests that the College supports the focus on quality enhancements for distance education courses, engages faculty in professional development aimed at using learning platforms and embedding technology in courses, and considers the possibility of employing an instructional designer to work with faculty to create common course platforms and to ease the transition from face to face instruction to successful online delivery (http://www.skylinecollege.edu/prie/assets/june2013documents/Skyline%20draft%20of%20EMP%20-%206.13.13%20with%20graphics.pdf, p. 56).

Moreover, during our most recent accreditation visit, ACCJC identified an area of concern related to Distance Education that was detailed in Recommendation 2. It states:

**ACCJC Skyline College Recommendation 2:**

In order to improve and promote quality instruction, the team recommends that the college adhere to its policy ensuring that all Distance Education courses are effectively facilitating student learning by providing continuous, regular and substantive faculty interaction with students (Standards II.A.1.b, II.A.2, II.A.2.a, II.A.2.e.).

The CTTL is proposing that to further the enhancement of our Distance Education program as suggested by the Education Master Plan and in response to Recommendation 2 from ACCJC that Skyline College creates a Distance Education Certification Program, effective Fall 2015, that incorporates faculty training leading to certification to teach online and a rigorous peer review process for all online courses.

**Faculty Certification Program for Teaching Distance Education**

The pathway to faculty certification to teach Distance Education may be different depending upon certain situations.

**For New Skyline College Faculty:**

1) Newly hired faculty, with current online teaching certification equivalent to STOT I & STOT II combined:
   - Certification and experience will be verified by CTTL staff
   - Participation in OEI Rubric Training if needed
   - Participation in WebAccess Training (Part A) as needed
   - Participation in Online Course Design Training (Part B) as needed
2) Newly hired faculty, without current online teaching certification, but with online or hybrid course teaching experience
   - Participation in OEI Rubric Training
   - Participation in STOT I & STOT II or CTTL WebAccess Training (Part A) and Online Course Design Training (Part B)

For Current Skyline Faculty Who Have Not Yet Taught an Online Course at Skyline College:

1) Faculty new to online teaching but with STOT I & II in past 2 years, or other certification/training
   - Participation in OEI Rubric Training
   - Participation in Online Course Design Training (Part B) as needed

2) Faculty new to online teaching, without STOT, or any other training
   - Participation in OEI Rubric Training
   - Participation in STOT I & STOT II or CTTL WebAccess Training (Part A) and Online Course Design Training (Part B)

For Current Skyline Faculty Who Are Teaching Online Courses:

1) All current Skyline faculty teaching online courses need to achieve certification to teach online and must be re-certified every two years.
   - Faculty who take a short break from teaching online (1 or 2 semesters), will follow the 2 year recertification cycle

2) The initial certification process includes:
   - Participation in OEI Rubric Training
   - Instructor Self-Assessment Using OEI Rubric
   - One course approved through Peer Review process
   - If course is not approved:
     - Work with CTTL staff on course enhancements
     - Participation in the Online Course Design Training (Part B) as needed
     - Course submitted for peer review a second time

3) Re-certification Program
   - Documented participation in a minimum of 10 hours of professional development on DE Pedagogy and Methods over a 2 year period
     i. Service on peer review teams and/or instructor mentoring count toward the 10 hours
   - One course approved through Peer Review process
   - If course is not approved:
     i. Work with CTTL staff on course enhancements
     ii. Participation in the Online Course Design Training (Part B) as needed
     iii. Course submitted for peer review a second time
Distance Education Training Programs through the CTTL

The Online Teaching Training Program through the CTTL includes training on the OEI Course Design Rubric, 12 hours of Training in WebAccess (Part A), and 10 hours of training in Online Course Design (Part B).

- The training program may be accelerated and/or offered during the summer based on need.
- Individualized support will be provided as needed
- Adjunct faculty participating in required training will be compensated based on contractual guidelines
- Full-time faculty can use this training to satisfy Flex requirements
- Avenues for funding to support new course development and course redesign are available from the college (see CTTL staff for details)

OEI Course Design Rubric Training (2 hours)

This is an introduction to the features and ideas that are part of statewide standards for Online Education.

Part A : Webaccess Training  (12 hours)
All workshops with have a 1 hour after instruction for practice, but is not a required part of the hour total.

1. **Basics**: Overview and foundation of Webaccess: How to set up the course shell. (1.5 hours) OEI rubric sec A: Course Design.
   
   **Activities include**: Faculty learn how to setup basic components to build and modify WEBA CCESS course shells for use; Review of “edit profile”, make a course visible to students, enter and display text information, add files such as .pdf, jpg, audio and video files, add or remove a student and add an assignment. Best practices of how, when and where to make these additions.

2. **Communication 1 (Regular Effective Contact)**: Defining Regular Effective Contact and Exploration of tools to achieve Best practices in online communications using Email tools within Webaccess. (1.5 hours) OEI rubric sec A: Course Design & B: Interaction and Collaboration.
   
   **Activities include**: Exploration of basic communication tools available in WEBACCESS: use of Quickmail, creating simple announcements, forums, integrating activities and due dates in the calendar, and using other Webaccess methods to interact with students and ensure Regular and Effect. Attendee will also learn how to monitor participation and last date of attendance in accordance with accreditation requirements.

3. **Creating Activities & Assignments** (1.5 hours) OEI rubric sec C: Assessment.
   
   **Activities include**: Creation of various types of Assignments, simple quizzes. In addition, Creation of graded interactive components for course that require student engagement such as Forums and Glossaries.

4. **Working with Groups, Surveys**: Questionnaire, Feedback, Choice, and Alternative Assessments (1.5 hours) OEI rubric B: Interaction and Collaboration.
   
   **Activities include**: setting up the various types of surveys offered as a part of the Webaccess in addition to the creation of groups and how those integrate with part of the Webaccess course.
5. **Gradebook**, (1.5 hours) *OEI rubric sec A: Course Design and C: Assessment.*
   
   **Activities include:** The basic creation and setup of the Gradebook, demonstration of its relationship to graded assignments and forums.

6. **Communication 2:** Advanced tools/apps to enrich the online experience. (1.5 hours) *OEI rubric sec B: Interaction and Collaboration.*
   
   **Activities include:** Setting up the Blackboard Collaborate tool in Webaccess. Demonstration of alternative tools with Webaccess, such as Skype and Google Hangouts.

7. **Accessibility** (508 compliance) (1.5 hours) *OEI rubric sec A: Course Design & D Learner support.*
   
   **Activities include:** Exploration of strategies and basic technologies to assist in the design of 508 compliant courses.

8. **Advanced Tools:** (1.5 hours) *OEI rubric sec A: Course Design, B: Interaction and Collaboration and C: Assessment.*
   
   **Activities include:** Exploration of Active Learning through Alternative Assignments and the use of Wiki’s and BLOGS; the use rubrics for Assessment. Participants will learn strategies, technology and best practices for applying these Webaccess components to an online course.

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**Part B: Online Course Design Training (10 hours)**

a) **Best Practices in Online Learning:** Overview to include readings and discussion (2 sessions of 1.5 hours)
   - Session 1 - Faculty focused
   - Session 2 - Preparing online students for success

b) **Best Practices in Active Learning:** Interaction in the Online Environment: Technologies and strategies to give your course the “human element” (1.5 hours)

c) **Best Practices and strategies for Assessments:** plagiarism/cheating in Online Learning environment, authentic assessment. (1.5 hours)

d) **Electives:** Photoshop Basics, Keynote Basics, PowerPoint Basics, Podcasting 101, OER, Google Hangouts Apps/Docs, MS Word Audio Notes, Intro to Design Thinking, YouTube Basics, etc. (2)

e) **Practicum:** Presentation of lesson/topic area to the cohort (2 hours)
Online Course Approval Process

All online courses at Skyline College will be taught by faculty who have been certified to teach online using the process detailed above. All newly developed online courses at Skyline College will go through a course approval process that includes peer review prior to being offered to students. Ideally this will occur before the course is advertised in the course schedule and open for registration. Existing courses will be reviewed on a regular basis as part of the certification and re-certification process for online course faculty.

Peer Review Program:

Peer review of online courses is a collegial process and is not associated with the contractual faculty evaluation process. All new online courses will go through a full peer review. In addition, faculty going through initial certification will identify one course to go through full peer review. The recertification process will involve a smaller peer review team.

Full Peer Review

- Peer Review Group of 5 – 7
  - 3 – 5 trained faculty peer reviewers
    - An additional discipline expert can be invited into the review group if requested
      - CTTL DE Coordinator & Instructional Technologist/Designer
      - Division Dean
  - Review based on OEI Course Design Rubric

Peer Review for re-certification

- Peer Review group of 3
  - 1 trained faculty peer reviewer
    - CTTL DE Coordinator
    - Division Dean
  - Review based on OEI Course Design Rubric