

SKYLINE COLLEGE



DISTANCE EDUCATION HANDBOOK

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About this Handbook

This handbook is intended to serve as a resource for faculty, staff and administration by providing information regarding Distance Education resources and support available through the Skyline College **Center for Transformative Teaching and Learning**.

It is important to note that Distance Education courses and instructors are subject to the standard practices, procedures and criteria which have been established for traditional face to face courses at Skyline college including but not limited to, faculty involvement in course development and approval, instructor compensation, selection of online instructors, and oversight of online courses to ensure conformity with existing institutional practices and procedures.

Definition of Distance Education

“Distance education is defined, for the purpose 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. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

From the **“Guide to Evaluating Distance Education and Correspondence”**

Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

SMCCCD Distance Education

Through the distance education program, the District will create innovative educational opportunities, provide responsive support services and strive for the high success and retention rates relative to (statewide or national) data. The District envisions the expansion of distance education offerings to increase distance education-based degrees and certificates.

SKYLINE COLLEGE

THE CENTER FOR TRANSFORMATIVE TEACHING AND LEARNING

VISION STATEMENT

By enhancing the experience of teaching and learning through innovation, technology and pedagogy, the Center for Transformative Teaching and Learning supports the Skyline College vision of inspiring a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

MISSION STATEMENT

The Center for Transformative Teaching and Learning (CTTL) is the foremost provider of educational and instructional resources for faculty, staff and administrators at Skyline College. In short, the Center is a "hub" of innovation where the transformation of teaching and learning occurs. Through the integration of pedagogical and technological instruction, as well as the promotion of best practices, collaboration, research, inquiry and reflection, the Skyline College community enables student success to empower and transform a global community of learners.

STRUCTURE:

Provide services, facilities, and resources to faculty and staff, which promote innovation, development of new ideas for Distance Education and may include: Online, Hybrid, Flipped Classes and F2F (face to face) instructional environments.

Resources include the following but are not limited to:

Services	Facilities	Resources
Support personnel	Instructional state of the art Training for faculty and staff	CTTL online
Accessibility	Hardware & software workshop for faculty and staff	Repository/ Library
Workshops and support: Work / Life Balance Webaccess and Websmart Classroom technology	Innovation Lab for The Experimenting new techniques for innovative instructional delivery.	Best practices information and discussion for example: Fair use, CCC, copyright, OER
Instructional: Publisher materials, Merlot and other OER	"Collaboration Hub" for sharing and innovation	Online conference
		Online Certification such as SMCCD: STOT

Preparing to Teach an Online Course

Successful online teaching involves a fruitful marriage between technology and content, and a firm understanding of the teaching theories currently embraced by the online teaching community. Developing a successful online course involves understanding the particular strengths and weaknesses of this mode of delivery, the specific student population being served, and the technology—both hardware and software—that will aid faculty members in developing innovative online courses. The following sections outline technology recommendations, faculty training and certification, and course development guidelines.

Technology

Faculty members should have access to technology sufficient for managing their online courses. The technology recommendations, as of March 2011, are:

- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current browser (Firefox is the browser supported by the SMCCCD district ITS)
- Internet connection, preferably broadband (DSL speeds of 1.5 mbs/786Kbs)
- WebAccess/Moodle

Training and Certification

Faculty electing to teach online classes should have training in both Moodle/WebAccess, and online pedagogy/andragogy. To teach a course in the Distance Education program or design a new course, the faculty member should receive training/certification in online teaching, either through the District (STOT), or through another approved or accredited program (such as @ONE Online Teaching Certification), or be able to demonstrate equivalent experience such as prior success at teaching online courses, then seek approval from the division Dean to teach an online course.

Course Development and Approval (existing traditional courses)

To ensure that our course delivery is consistent, student-friendly, and integrated, the following criteria should be met before a faculty member designs, adopts or teaches an online course. (Note: Courses with less than 51% contact hours offered via distance education are considered web-assisted courses, not fully online or hybrid courses, and these guidelines do not necessarily all apply.)

Recommended requirements for teaching online:

- The faculty member seeking to teach online has completed the distance education certification, or has approval from the distance education review committee.
- The course has been approved for online and the faculty member works in collaboration with other faculty and administration.

New distance education courses must also go through a course approval process before developing the course, and a peer assessment of the course before the first time it is taught. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their online course to ensure opportunities for good pedagogical/anagogical practices that

provide a student-centered learning experience.

It is strongly suggested that faculty members developing an online course work in tandem through the Center for Transformative Teaching and Learning (CTTL) and with other faculty who have successfully taught online. Throughout the development process, faculty collaboration should be used to ensure best practices and to share insights into both the technology and the andragogy. Several checklists or rubrics exist for assisting faculty in this critical endeavor. It is strongly suggested that faculty members developing a new course use [Quality Matters Rubric for Online Instruction](#) (see Appendix C). For further study, See Chico's rubric is available here: <http://www.csuchico.edu/celt/roi/>

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair and dean. SMCCCD suggests the following guidelines for approving the development of an online course:

- Students will benefit from having access to the course via a distance offering;
- The Course Outline of Record is current and has been approved with a DE addendum request for approval;
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
 1. Sufficient consideration has been given to adaptations of methods of Instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the proposed SMCCCD Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy).
 2. Necessary technical requirements are available.
 3. Accessibility is ensured as required by Section 508 guidelines.
 4. Other suggestions:
 - All Title 5 mandates have been met and followed.
 - Class size as approved by each college's Curriculum Committee and documented on the Official Course Outline of Record. It is suggested that the first time a course is offered by a particular instructor, that the instructor be given the option to set the maximum at 30 students.
 - Courses have incorporated discipline SLO's
 - Articulation with CSU/UC

Teaching Online

Faculty members teaching an online course should follow these guidelines for course management, communication with students, and providing accessibility:

Course Management

Faculty teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed times. In addition, online faculty are responsible for creating and loading syllabi, assignments, and calendars to the Webaccess course website, assuring that all features of the site are up-to-date and currently working, and facilitating interaction among their students.

Communication

To ensure consistent communication with potential distance education students, faculty teaching online courses should use their **smccd.edu** email accounts as their primary email contact. In addition, the faculty member should populate the District's "Distance Education Gateway" page with a web page for his/her online courses. This can be the login page for the course, or (preferably) a District-hosted web page describing the course and giving general pre-semester information (time and place of orientation, contact information for the faculty, book lists, etc.)

Communication with distance learners often begins before the first class meeting.

Faculty members are encouraged to develop an information e-mail with attachments of important information (see appendix F for example e-mail) to send to enrolled students the week prior to the course start date. The information sent to students should include a welcome letter, the syllabus, and course guidelines for communication. The syllabus is a critical channel for communicating expectations to distance learners. Faculty members should consider modifying their syllabus to clearly address course policies, assignment submission, testing and proctoring, and support services that may be affected by the distance learning modality. Syllabi for DE courses should include a specific section that outlines how the course will be managed, how communication will be managed, and how special needs will be met. Appendix A contains examples of DE syllabi and welcome letters that address the needs of online students.

Regular Effective Contact

Faculty presence is an important factor in the success of online courses. Online-instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, where appropriate, to connect with the students in their online courses. Moreover, student retention and success rates are improved when there is active participation in the class that fosters a sense of community. Faculty should be prepared to encourage student interaction, build opportunities for learner-learner contact and instructor-learner contact, and give response and feedback in a timely manner, as specified in the course syllabus.

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses as outlined in Title V. Section 55204 (formerly section 55211) was amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact. According to the Chancellor's office, it is the responsibility of each district to provide best practices guidelines for regular effective contact.

Studies have shown that student success in distance courses, including retention and persistence, is enhanced by contact between the instructor and the student (see, for instance, Lehmann and Chamberlain's discussion of effective practices in *Making the Move to ELearning*, 2009). Accordingly, all distance education courses should include frequent and ample opportunities for students to ask questions and receive comments and feedback from instructors. Moreover, feedback should be timely and interactive, and use a variety of channels. Best practices include, but are not limited to:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for assessing whether students are accessing and understanding the course material.
- Regular contact hours established through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.
- Timely feedback that replicates the contact of face-to-face courses, with communication between faculty and students occurring no less frequently than in a comparable face-to-face course. SMCCCD best practice guidelines suggest instructors should answer student questions as soon as possible, the outside being 24 hours. Instructors should clearly indicate when they will be available to students, and when they will not be available (i.e., weekends, vacations, holidays, if appropriate), how often they will respond to student work, and in what manner they will respond to student work (i.e., email, text message, phone, online chat).
- Interaction between faculty and students using multiple channels, including forum discussions, email, and weekly announcements, at a minimum. Faculty are strongly encouraged to use a variety of communication modes in their classes, including synchronous channels, such as chat, Skype, and CCC Confer, or other collaborative tools, such as Google docs, wikis, and Twitter, to name just a few.

Last Date of Attendance & Drop Policy — Federal Guidelines

The Federal government has not issued formal guidelines regarding what constitutes the “Last Day of Attendance” in the online classroom. However, because of the potential for financial aid fraud in online programs, the US Department of Education has recently determined that there should be “regular and substantive interaction between students and faculty” in online courses (Salomon and Murray).

It is not enough to evaluate a student’s attendance based solely on the number and frequency of logins or through course statistics on the LMS. The new guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class.

Although guidelines have yet to be created, instructors must drop students based on their participation in class. ‘Attendance’ (through logins) is not the same as participation. Participation means actively completing course activities in the LMS such as assignments, assessments, posting on discussion forums, etc. Participation policies must be clarified in the online syllabus.

The College’s drop policy is quite clear for face-to-face instruction, but less so for online and hybrid courses. Because of this, it is important to clarify what constitutes the **‘first day of class’**.

- i. Create a course Check-In Assignment, such as a discussion forum, an introductory email students send to the class, or a self-assessment. Simply having the student login for the first day of class is not enough. New Federal guidelines to prevent financial aid fraud state that student logins no longer count as participation.

- ii. State the last day for Check-In to occur. For example – the second or third day after the course begins.
- iii. Require students to complete ALL assignments in the first learning unit by the due date.
- iv. Be specific as to the exact day, date and time of your drop deadline. Include time zone information (eg. PST/EST) so that there is minimal confusion for students.
- v. If a student has not checked-in, it is best to send an email before the drop deadline to inform them that they are in danger of being dropped if they do not respond by the deadline.

Copyright: Digital Millennium Copyright Act

There are new exemptions to the anti-circumvention provisions of the Digital Millennium Copyright Act (DMCA) that will now allow professors and students to decrypt and excerpt copyrighted video content for lectures and class projects. The rule changes were recently issued by the U.S. Copyright Office, which issues new rules every three years or so since Congress incorporated anti-circumvention rules into the DMCA when it was passed in 2000.

The new exemptions will allow professors in all fields and “film and media studies students” to hack encrypted DVD content and clip ‘short portions’ into documentary films and “non-commercial videos.” The agency has not defined short portions. This means that any professor, in any field, can legally extract movie clips and incorporate them into lectures, as long as they are willing to decrypt them. Programs known as ‘DVD rippers’ are available to handle decryption. Additionally, professors are now permitted to use ripped content in non-classroom settings that are similarly protected under “fair use,” such as presentations at academic conferences.

These new exemptions provide an opportunity for professors to compile clips from disparate sources onto one contiguous media file. Ripping portions of disparate sources into one compilation often results in an uncaptioned compilation that will need to be made accessible. There is still an instructional need to continue providing accessible media for persons with disabilities requiring access in online courses. Work with your faculty resource areas for support in understanding the copyright policy on your campus.

Office Hour/ Virtual Office Hours for Distance Faculty

All full-time professors shall schedule at least 5 office hours per week during which time they are available to students for individual conferences. Such office hours become part of the professor’s schedule and shall be appear on the faculty door card. Faculty assigned online courses may hold virtual office hours in place of regular “in-office” office hours each week of classes during Fall and Spring semesters. Virtual office hours means the professor will be personally available to students via live Internet communication methods or by phone at a predetermined time. The times, web links, and/or phone numbers must be published in course syllabus.

Accessibility

To ensure that students with disabilities have the same opportunity, DE courses should be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology commonly used by students with disabilities. Specific guidelines are available at the System Office Regulations and Guidelines for Distance Education:

<http://www.cccco.edu/Portals/4/AA/Distance%20Education/DEGuidelinesMar2004.pdf>

In addition, the SMCCCD website for the Center for Teaching and Learning (a now defunct group) is still maintained and available. To access tutorials on designing ADA compliant instructional websites, visit <http://ctlonline.net/websavvy/access.html>

Evaluation and Assessment

District policy for evaluating faculty performance for distance education is under review. Additionally all new DE **courses** should be evaluated by a Distance Education Committee consisting of: the Distance Education Coordinator, 3 other online course instructors and a member of the Disability Resource Center for accessibility, before being taught.

Course Self-Evaluation by Instructor: It is suggested to Faculty that they use the following resources as **guides** to self-assess online courses. It is also suggested that in addition to the rubrics below, that instructors use a **Student feedback survey assessment tool**. This set of resources was developed at CSU Chico. *Rubric for Online Instruction by California State University, Chico is licensed under a [Creative Commons Attribution 3.0 United States License](https://creativecommons.org/licenses/by/3.0/).*

Located here for download are: Rubrics for the following
Learner Support and Resources:

<http://www.csuchico.edu/celt/roi/rubric/lsr.shtml>

Online Organization and Design:

<http://www.csuchico.edu/celt/roi/rubric/ood.shtml>

Instructional Design and Delivery

<http://www.csuchico.edu/celt/roi/rubric/ood.shtml>

Assessment and Evaluation of Student Learning:

<http://www.csuchico.edu/celt/roi/rubric/aesl.shtml>

Appropriate and Effective Use of Technology:

<http://www.csuchico.edu/celt/roi/rubric/itt.shtml>

Faculty Use of Student Feedback:

<http://www.csuchico.edu/celt/roi/rubric/fsf.shtml>

Check list for Instruction Design Tips:

<http://www.csuchico.edu/tlp/resources/rubric/instructionalDesignTips.pdf>

Another important and valuable resource is the “Quality Matters” rubric and it is available online or in Appendix C.

Course Feedback from Students

Two suggested possible options for Instructors to obtain student feedback in online courses. One option is to use the “Feedback” drop down menu in Webaces and create their own survey. A second option is for instructors to use a 3rd party site such as “Student Assessment of their Learning Gains” <http://www.salgsite.org>.

Support Services

Student Support Services

Library

Our library supports remote access for both faculty and students, including remote access to search tools, library catalogs, and a remote helpline via email. Additionally, library faculty are available for designing custom library resource pages for distance courses. For more on the library's services, visit Skyline Library:

<http://smccd.edu/accounts/skylib/>

Counseling and Student Services

In addition to our regular on-campus advising and counseling, distance learners can use Skyline's Electronic Counseling Service to receive limited counseling on schedule planning, transferring, and GE and Certificate questions. Students can access the Electronic Counseling Service at Skyline Counseling:

<http://www.skylinecollege.edu/counseling/index.php>

District: SMCCCD

Technical Support

San Mateo Community College District supports WebAccess. Information Technology Services (ITS) contracts with Moodlerooms to maintain WebAccess, which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more. ITS hosts a site that offers an overview of the features of WebAccess and includes links to tutorials on how to use the individual features.

All technical questions about WebAccess will be handled by the WebAccess support center: <https://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949>

In the event the call center cannot answer your question, the call center will escalate your issue to the appropriate ITS personnel for further follow-up.

Distance Education Advisory Council

SMCCCD has identified distance education as an area for development. Accordingly, the Distance Education Advisory Committee (DEAC) was formed, and is currently working on developing district-wide training via Structured Training for Online Teaching (STOT), identifying district-wide needs and technology support, and sponsoring guest speakers. Information about DEAC, committee members and contact information, and resources available through DEAC are available on the SMCCCD website at

<http://www.smccd.edu/edservplan/deac/default.shtml>

Structured Training for Online Teaching

SMCCCD instructors may apply to take the two-part distance education training through the district, Structured Training for Online Teaching (STOT). In addition to these workshops, a database of online tutorials is available through iTunesU.

To access and download these tutorials, visit

<http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut>

ONLINE RESOURCES

Faculty Support links:

- Webaccess Faculty Tutorials: <https://smccd.mrooms.net/course/view.php?id=6271>
- Webaccess Student Tutorials: <https://smccd.mrooms.net/course/view.php?id=6270>
- Webaccess handbook (Developed by CSM):
<http://collegeofsanmateo.edu/distanceeducation/WebAccess%20Handbook.pdf>
- Webaccess: Support page:
<https://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949>
- Websmart: Support page: https://websmart.smccd.edu/login_help.html
- My.smccd e-mail Support page: <http://my.smccd.edu/support.php>
- Skyline Distance Education: <http://www.skylinecollege.edu/distanceeducation/index.php>
- DEAC website: <http://www.smccd.edu/edservplan/deac/default.shtml>

Outside Links:

- State Guidelines
<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx>
- Moodle Resources www.moodle.org
- Bloom's taxonomy for the digital age
<http://www.google.com/search?client=safari&rls=en&q=Bloom's+taxonomy+digital&ie=UTF-8&oe=UTF-8>
- A deeper look at this revised taxonomy
<http://www.scribd.com/doc/8000050/Blooms-Digital-Taxonomy-v212>
- Faculty resources on the California Virtual Campus
<http://www.cvc.edu/faculty/>
- A portal to DE resource
<http://www.web-miner.com/deindex.htm>
- The American Distance Education Consortium (ADEC)
<http://www.adec.edu/online-resources.html>
- Instructor Links <http://www.distance-educator.com/>
- Teaching Without Walls: Best Practices for Teaching with Emerging Technologies by Michelle Pacansky-Brock <http://www.teachingwithoutwalls.com>
- Edcudemic: <http://edudemic.com>
- New Jersey Institute of Technology: Moodle tutorials:
<http://moodle.njit.edu/tutorials/faculty/index.php>

Glossary

Asynchronous Learning—teaching and learning that is delivered in a manner that allows the student (within the framework of the course) to work at his/her own pace, and at hours appropriate to his/her schedule.

CMS—Course Management Software. The software used to create and house online courses. SMCCCD currently uses Moodle/WebAccess.

Distance Education—instruction in which the instructor and students are separated by distance and interact through the assistance of communication technology. Distance education may include two-way interactive, online courses, or telecourses.

Flipped Classroom—A course in which the lecture format is online, while the face to face meetings are used for discussion and other interactive learning activities

Hybrid Course—A course that substitutes 51% to 99% of face-to-face instructional hours with online work, and has some regularly scheduled on-campus meetings without alternative distance education means of student participation

Moodle—(Modular Object-Oriented Dynamic Learning Environment) open-source course management software used by SMCCCD to host our distance learning courses. We call our Moodle, WebAccess.

Online Course—a course in which the instructor and the student are separated by distance for the entire course and can interact exclusively through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and the other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online via proctoring arrangements or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

Online Learning Community—a computer-mediated space that supports constructivist pedagogy and collaboration in teaching and learning.

Synchronous Learning—teaching and learning in which instructor and student or student and student communication is occurring in 'real-time' with simultaneous participation.

Telecourse—a course that provides explanatory and illustrative subject material through a series of programs broadcast by TV or through DVDs or videotapes. On campus meetings are held for introduction, review, and testing.

Traditional Classroom Learning—face-to-face teaching and learning that takes place in a designated campus facility.

Web-Assisted Course—A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. Currently, this course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

DEFINITION OF DISTANCE EDUCATION COURSES

Skyline College Definitions of Distance Education as defined by Curriculum Committee 2010:

- I. **Online course:** A course where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online, via proctoring arrangements, or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.
- II. **Hybrid course:** A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.
- III. **Web-assisted course:** A course that is designed to include a certain number of instructional contact hours (but less than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.
- IV. **Face-to-face course:** No face-to-face instructional time is replaced by the distance mode. However, course materials may be made available to students at least in part online, and the learning support and office hours may be provided at least in part online. This course does not require separate approval by the curriculum committee.

APPENDICES

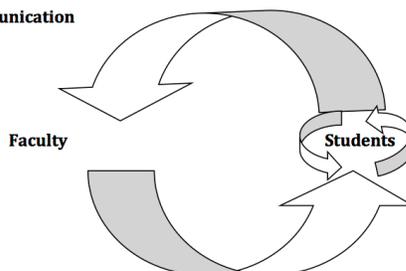
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Appendix A

Regular Effective Contact

Regular Effective Contact

Mutual Communication



Title 5 and the Distance Education Guidelines for the California Community Colleges state:

<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>

55211 (just changed to 55224). 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) All approved courses offered as distance education include **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. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. **Regular effective contact** is an academic and professional matter pursuant to title 5, section 53200. **Note:** Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211

This section defines what contact must be maintained between instructor and student:

Subsection (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.

Subsection (b) honors 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 will need to define “effective contact,” **including how often, and in what manner instructor-student interaction is achieved.** It is important that districts document how regular effective contact 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. 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. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

Appendix B: Example of Class Syllabi

The following excerpts from DE syllabi are included to give you models for including specific information that may be key to the success of your online students. The first sample, a link to an online FAQ page from a math class, illustrates the need to anticipate student questions and create a supportive environment to assuage anxiety. The second sample, from a communication course, illustrates the importance of outlining course policies, contact information, and student responsibilities. The final sample illustrates the need for clear instructions for accessing not only your WebAccess course, but any course material or curriculum that is hosted outside of WebAccess.

Sample #1, FAQ and Informational Webpage:

Math 110 FAQ

<http://smccd.edu/accounts/humd/fall2010/math110/>

Sample #2, Welcome Letter:

Welcome to Speech 120 I will be your instructor for the course, and couldn't wait to send you an official welcome to Cañada's first hybrid speech course. In the coming weeks, we'll be studying the relationship between communication and our identities, our relationships, and our approaches to conflict--we have a lot of interesting things to study! This section of Interpersonal Communication is a *hybrid* class--we'll be doing some of our work in class, and some online via WebAccess. Our first meeting is Thursday, August 18th, but for those of you eager to get started, here's a brief overview of the class!

What's a Hybrid Class?

While we'll meet several times over the semester, most of our work will be done online. We'll use our face-2-face meeting times to present projects, introduce new units, and answer questions; however, the majority of our class discussions and homework will be completed on our course website. Hybrid classes offer us the best of both worlds--we get face-2-face interaction, and all the wonderful resources technology has to offer.

Still not sure what a hybrid class looks like? Want to take a peek? Though class doesn't officially begin until our first face-2-face meeting on the 18th, you can access our virtual classroom starting on the 15th. Feel free to poke around, look at the resources available, and get a feel for our virtual classroom! To check out the course site:

- Be sure you are officially registered in the class
- Go to the [WebAccess Login](#) and enter your G-number and password
- Choose Speech 120 - 42721 from the list of courses in the left-hand column

How much work is a hybrid class?

Students take online and hybrid courses for a variety of important and compelling reasons. If you are interested in a hybrid class, though, because you think it will be less work than a face-2-face class, this is probably not the right class for you. Like any other class, you should expect to spend between 8-10 hours *per week* on this one. We'll spend our time reading, engaging in forum discussions, building a glossary of important communication key terms, journaling, and working on special projects. Some students also expect all online

courses to be self-paced. While this is true for some, our success in this class relies on collaboration--we have to work together, so we have to follow some semblance of a schedule. Each week, we'll do assigned reading and 'discuss' the reading with one another online. Though this is more restrictive than a self-paced class--you have to stay current with the chapter we're reading/discussing!--you have the freedom to choose the best time for working for you.

In addition to the 'weekly' rhythm of the class, we have projects, too. The class is divided into 5 units--each is 3-4 weeks in length. A project is due at the end of each unit. To be successful in the class, be sure you set aside time each week to engage our virtual classroom, do reading and homework, and work on your projects.

Did you say online? Do I need my own computer?

While owning a computer would certainly give you the greatest flexibility, if you don't have a home computer, there are many resources on campus that you can use. You can find out more about these resources at Skyline's [Learning Center/Computer Lab](#). Still not sure a hybrid class is right for you? Take the survey on the following link to see if you have the recommended technology and skills: [Online Readiness Self-Assessment](#)

How do I use WebAccess?

We'll use San Mateo Community College District's course management system, WebAccess, for all our online interaction. If you are new to WebAccess, a great place to start is the [student tutorial](#). If you are having trouble logging on to WebAccess, you can get help from [WebAccess Support](#).

At our orientation on August 18th, we'll review the features of WebAccess we'll be using for our class, including forum discussions, the glossary, journals, and uploading assignments. WebAccess is easy to use, but feel free to ask for help if you need it!

When do we meet?

We'll have 6 face-2-face class meetings in our on-campus classroom, Building 5, Room 100. Here's our calendar:

DATE	ACTIVITY
8/18	Orientation
9/1	Intro: Unit 2
9/22	Intro: Unit 3
10/13	Media Project Presentations
12/8	Research Presentations
12/15	Final Projects

We'll have asynchronous weekly 'meetings' in our virtual classroom, so be sure to look at your own calendar, and find the best time for you to work!

If I need your help, how can I find you?

Only seeing your instructor 6 times over the semester might sound exciting for some, but disconcerting for others. Don't worry! There are many ways to contact me. First, make sure your @smccd.edu email account is up and running, and check it on a regular basis. Our campus email is an essential avenue of communication.

Here are the 3 best ways to contact me:

1. Email! If you have a critical and burning question that needs prompt attention, email is the best channel. I check my email several times a day, and will respond to your email within 24 hours, except on Sundays. I use my campus email, whitleyputzl@smccd.edu
2. Office hours. I have weekly office hours. If you would like to meet me in my virtual office (located in my virtual classroom ) , join the weekly chat at 9 a.m. every Monday. If you would prefer a face-2-face meeting, come to my office (Bldg 13, Room 243) Thursdays from 5-6 p.m.
3. Send me quickmail. Our virtual class has a quickmail feature that allows you to send me email without leaving the course site--just click on "compose", choose my name, and send me a message.

Appendix C

QUALITY MATTERS
PROGRAM



For more information visit www.QMprogram.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards 2011 - 2013 edition with Assigned Point Values



Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components. 3
	1.2 Students are introduced to the purpose and structure of the course. 3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly. 2
	1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 2
	1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1
	1.6 Minimum technical skills expected of the student are clearly stated. 1
	1.7 The self-introduction by the instructor is appropriate and available online. 1
	1.8 Students are asked to introduce themselves to the class. 1
Learning Objectives (Competencies)	2.1 The course learning objectives describe outcomes that are measurable. 3
	2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 3
	2.3 All learning objectives are stated clearly and written from the students' perspective. 3
	2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. 3
	2.5 The learning objectives are appropriately designed for the level of the course. 3
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. 3
	3.2 The course grading policy is stated clearly. 3
	3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. 3
	3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. 2
	3.5 Students have multiple opportunities to measure their own learning progress. 2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. 3
	4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 3
	4.3 All resources and materials used in the course are appropriately cited. 2
	4.4 The instructional materials are current. 2
	4.5 The instructional materials present a variety of perspectives on the course content. 1
	4.6 The distinction between required and optional materials is clearly explained. 1
Learner Interaction and Engagement	5.1 The learning activities promote the achievement of the stated learning objectives. 3
	5.2 Learning activities provide opportunities for interaction that support active learning. 3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 3
	5.4 The requirements for student interaction are clearly articulated. 2
Course Technology	6.1 The tools and media support the course learning objectives. 3
	6.2 Course tools and media support student engagement and guide the student to become an active learner. 3
	6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. 3
	6.4 Students can readily access the technologies required in the course. 2
	6.5 The course technologies are current. 1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. 3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services. 3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services. 2
	7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services. 1
Accessibility	8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. 3
	8.2 The course contains equivalent alternatives to auditory and visual content. 2
	8.3 The course design facilitates readability and minimizes distractions. 2
	8.4 The course design accommodates the use of assistive technologies. 2

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Appendix D

San Mateo Community College District [ASCCC Guidelines](#)

Best Practices for Teaching and Learning Online

Instructor		Course	
Semester	Year	Date	
<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer			

The Academic Senate for California Community Colleges recommends that you use guidelines for good practices. Below is a checklist of good practices to help guide you in the instructional design and delivery of your course.

1. Encourages Effective Contact Between Students and Faculty

Does the instructor:

- offer students multiple ways of contacting instructor? (e.g. web site includes email address, office hours or phone numbers in course materials)
- assure that all learners are "on board" at the beginning of the course? (e.g. inclusion of some form of initial contact, a meeting, a phone call, a welcome-email)
- encourage the development of an online learning community making newcomers feel welcome and contributors valued? (e.g. web site shows evidence of "community" such as student introductions, profiles, discussion board exchanges)
- give prompt and supportive feedback? (e.g. web site includes instructor-set response-timelines; responses in "sent mail" are within the response-timeline; responses include positive and constructive comments)
- refer students with questions or problems to appropriate campus resources or services? (e.g. email or instructor indicates referral are used)

2. Develops Reciprocity (Collaboration) & Cooperation Among Students

Does the instructor:

- design activities that encourage and require students to work together, exchange ideas, and learn? (e.g. assignments or discussion board shows evidence of group projects requiring discussion, negotiation, debate)
- moderate discussions, contribute insights and resources when appropriate without taking over? (e.g. discussion board messages reflect student participation; instructor intervenes if students post inaccuracies or go off-task; messages include resource links for enrichment when appropriate)
- set or facilitate the setting of communication rules and group decision-making norms, mediate disputes, halt inappropriate participation? (e.g. web site clearly states rules (netiquette) and collaboration techniques; instructor admonitions appear, when necessary, on web site or email)
- provide acknowledgement of and feedback on learner contributions? (e.g. evidence of offering points and praise for participation is on course web site, "sent messages" and/or grade book)
- encourage multiple viewpoints and equal participation regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. encouragement is evident in the setting of assignments; reminders about netiquette and collaboration techniques are evident on web site or "sent mail")

3. Uses Active Learning Techniques

Does the instructor:

- plan activities that allow learners to relate course material to previous student knowledge? (e.g. evidence in assignments)
- relate new material to real-world application? (e.g. evidence in assignments)
- provide opportunities for hands-on practice? (e.g. evidence in assignments)
- design activities that involve critical thinking? (e.g. evidence in assignments)

4. Gives Prompt Feedback

Does the Instructor:

- return students' calls/emails according to an instructor-set response timeline? (e.g. responses are made within a set timeline)
- acknowledge the receipt of assignments quickly? (e.g. reply even if assignment is to be reviewed at a future date)
- provide feedback on assignments and help with remediation, as needed? (e.g. follow-up by email, post or call)
- anticipate areas of questions and supply appropriate replies? (e.g. web site contains FAQs, examples and/or models)
- allow learners to track assignment completion and impact on final grade? (e.g. post or email grades)
- contact learners who have not participated or completed assignments and help them to get back onto the course timeline? (e.g. send "nag" notices, post progress report, call or refer to advisor)

5. Emphasizes Time on Task

Does the Instructor:

- break down course work into manageable units commensurate with student ability and objectives of the course? (e.g. syllabus indicates assignments are appropriate to course objectives and student learning outcomes)
- balance design of units to help learners manage load? (e.g. assignment load appears evenly distributed in the timeline of the course)
- post a schedule of estimated learner time on task for course activities? (e.g. direction timeline for assignments in the unit includes suggested time for completion in hours, weeks or days)

6. Communicates High Expectations (and Plans Course Carefully)

Does the Instructor:

- provide learners with clear lesson and course objectives/ goals/ expected outcomes at the start of each unit or week? (e.g. inclusion of objectives /goals /outcomes at beginning of each unit)
- provide challenging and creative assignments and assessments? (e.g. inclusion of thought-provoking and engaging assignments in the unit)
- provide self-quizzes to encourage students to reinforce learning (e.g. inclusion of practice quizzes with feedback and resource references/links)
- provide learners with clear grading criteria for assignments? (e.g. inclusion of rubrics, grading criteria or examples of previous student work or models)
- demonstrate knowledge of the course subject matter and awareness of general developments /research in the field? (e.g. both instructor and publisher materials contain accurate and up-to-date information, current in the subject field.)
- demonstrate knowledge of course tools or course management system to best communicate or model high expectations? (e.g. web site makes use of tools appropriate to the delivery (facilitation) of the course objectives / goals / outcomes)
- update, check for accuracy, and maintain the course web site at regular intervals so that student expectation and anticipation is raised? (e.g. web page content, grade points, schedules, etc. are proof-read for accuracy and are updated on a regular basis, as indicated in timeline)

7. Respects Diverse Talents and Ways of Learning

- Does the Instructor:**
- include course materials that appeal to diverse talents and learning styles? (e.g. inclusion of media rich content, page interactions)
 - vary methods of course instruction to reach students with different learning styles? (e.g. inclusion of activities such as Q & A sessions, discussions, collaboration, hands-on projects)
 - encourage and foster a course climate conducive to promoting respect, confidence and inclusion of multiple viewpoints regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. inclusion of rapport building activities on discussion board, blogs, wikis, etc.; evidence that instructor's email messages, discussion board posts and assignments encourage and praise each and every student's participation)
 - follow Section 508 Standard practices in creating course materials online. (e.g. web pages include text equivalents for media (observer may consult with DSPS representative on campus), labels for data tables and web forms, etc.)

Appendix E

Best Practices in WebAccess: a Handy Guide

What are some of the ways that you can make sure that your online presence is the best it can be for your students? This quick guide will help you with some of the foundations for a Good Moodle.

Course Access

Students who are new to online classes may need extra support to get started. How can you help these students?

- Create an online Orientation or provide a “how-to” section in each course that gives a basic explanation of the elements in the course and how to use them
- Be available to your students, either through the phone, email, office hours or virtual office hours
- Check in with students who seem to be falling through the cracks, sometimes a timely email from the teacher can give them the boost and support they need to hang in there
- Email all students as a group at the beginning of the semester, with contact and other types of info
- Include information in your syllabus for students with disabilities about services and resources they can access
- If you are using materials from a text book publisher, be sure to check that the materials are accessible for students with disabilities, the publisher should have that information

Instructional Techniques

Here are some things to think about as you put together your Moodle:

- How can you create a “student centered” learning environment in your class?
- What sorts of activities and resources can you provide to students that will engage all types of learning styles?
- How will you encourage and support online discussion?
- How will you promote critical thinking and problem solving skills in your course?

Accessibility

Every element of your class must be accessible to every student. This means:

- All multimedia must be captioned or accompanied by transcripts
- All images must have alt text
- Avoid things like odd fonts or fonts in strange colors
- Layout should be consistent for each area of your course, to avoid confusion
- All of your hyperlinks should be appropriately named and formatted
- Consider using accessible PDF files, or using Google docs, for handouts or PowerPoint's, remember, all students may not have Office or be able to download large files.

Copyright Compliance

You may not be aware of the fact that what is considered "fair use" in the brick and mortar classroom may change when you are putting materials or media online. The following information will help ensure that your educational materials and multimedia adhere to copyright laws:

- Copyright laws protect the authors of "original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works."
- Section 107 of the Copyright Act lists four factors to help you determine types of content usage that may be considered Fair Use:
 - The purpose and character of the use, including whether it is for commercial use or for nonprofit, educational purposes.
 - The nature of the copyrighted work.
 - The amount and substantiality of the portion used in relation to the copyright-protected work as a whole.
 - The effect of the use on the potential market for or value of the copyright-protected work.

Technology

To help students better utilize technology in your course:

- Provide information on hardware, Web browser, and software requirements of the course (can be included in syllabus)
- Provide resources to assist students in navigating and accessing course materials (these can be included in your online orientation)
- Ensure that students can move logically and easily between areas of the course

- Utilize a consistent look and feel throughout the course (consistent text, colors, bullets, and heading styles)
- Incorporate a variety of multimedia to enrich student learning

Schedule

Calendars, due-dates, and time-lines can help students schedule course assignments and improve their time-management. Consider the following:

- Course Announcements are clear and accessible for students (Consider using the news forum for this)
- Confirm that all assignments and due dates are clear and consistent
- Ensure that modules are dated accurately if using Weekly Format
- Provide a checklist for each week so that students have a way to ensure that they have completed all of the required work for that week

Appendix F



Responsibilities for Online Students

Online courses are challenging because students are responsible to organizing and budgeting their own time. Below are steps that will support your successful completion of an online course. Review them carefully.

Before Class Begins:

Watch your MY.SMCCCD E-MAIL for instructions from your instructor.

1. Prepare the environment in which you will be working:
 - a. Identify the time of day that you are most comfortable doing intellectual work and create a weekly schedule.
 - b. Schedule uninterrupted blocks of time on a calendar.
 - c. Make sure this schedule does not conflict with your family, kids, employer, friends, and pets!
 - d. Download the current version of [Flash Player, Adobe Reader AND Quicktime](#) to your computer.
 - e. Bookmark my.smccd.edu for quick reference.
 - f. Bookmark the class URL (Webaccess) for quick reference
2. Read the syllabus. (available from the instructor and/or course website: check webaccess and websmart) If you have questions, contact your instructor.
3. View the course schedule and put due dates into the calendar.
4. Order your books. If they will be late, contact your instructor.
5. Print out the current Academic Calendar for important dates.
6. Learn how to use Library resources and identify the ones you like best right away.

After Class Begins

1. Be “present” in the course. Check in at least two times per week.
2. Post to discussion boards in a timely manner. (*instructor may have specific due dates*)
3. Follow discussion etiquette as provided by the instructor.
4. Engage in professional dialogue with the instructor and peers. **Do not air disagreements with**

an instructor in the discussion board.

5. Check your grade on a regular basis and contact the instructor promptly if a disparity exists.
6. Contact your instructor through e-mail or the instructor's other channels for clarification of anything you don't understand.

Appendix G



Online Proctored Exam Request Form

It is the student's responsibility to find a suitable proctor and make arrangements with the proctor. This form **must be received one week prior** to the exam test date. A testing center can be any of the following examples:

- Accredited institution of higher learning (i.e. university, college, community college)
- Public school
- Academic or public library

Please fill the form out completely. Fill out all fields clearly. Include area codes when necessary. Please print; complete the form, sign, Scan and e-mail or fax directly to instructor.

Student Information

Today's Date: _____

Student's Name: _____

Course: _____

(Course number, title, and section number and name of professor)

Student's Address: _____

City: _____ State: _____ Zip: _____ Student's

Phone Number : (____) _____ Student's

Email: _____

Student's Signature For Compliance: _____

Proctor information Proctor's

Name: _____ Proctor's Official

Title: _____ Proctor's Institution

_____ Institution Street

Address: _____

City: _____ State: _____ Zip: _____ Proctor's

Email: _____ Proctor's Phone

Number : (____) _____ Proctor's Fax Number

:(____) _____

Proctor's Signature For Compliance: _____

Appendix H: Example Letter to Students

HOW CAN I PREPARE TO SUCCEED IN ONE OR MORE OF PROFESSOR 'fill in the blank' ONLINE COURSES?



Hello,

You have received this letter because you are enrolled in, are curious or thinking about taking an Online Course with **fill in the blank** - Professor.

GENERAL INFORMATION FOR ALL ONLINE STUDENTS:

Although most tasks in Online courses are intended to provide simple to follow steps, there will be times when students need to defy confusion by troubleshooting for the correct answers or required information.

Troubleshooting can include but is not limited to:

1. *Carefully reading the course Syllabus, Assignments, Orientation, and possible lecture documents provided by Professor Cervantes*
2. *Dedicating time to explore the course learning management system (LMS) such as WebAccess, SNAP and APLIA. The more time you spend in the LMS the more confident you will become with finding the required tasks and information.*
3. *Posting questions in class forums or chat sessions.*
4. *Conducting Web research*
5. *Sending Professor Cervantes an email to request help or clarification of course related material.*

Video Tutorials and Feedback

Professor occasionally uses [JING](#) to provide quick tutorials or feedback to course related questions. JING creates flash animated movies, to hear and see the Flash movie files students must have the latest [FLASH](#) Player installed in their computer.

BCM. 214/215 – Computer Skills and Software Requirements

1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Use my.smccd.edu student email account when corresponding with Professor fill in the blank s at smccd.edu*
3. *Own **WORD 2010** or have access to or be willing to use the business labs to complete software related work.*
4. *Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder.*
5. *If students wish to meet with Professor, be certain to have or be willing to set up a free SKYPE account.*

- A. **SKYPE** allows students to make a free call with or without video. (SKYPE replaces office phone calls and face-to-face meetings).
- B. To set up a SKYPE meeting with Professor **fill in the blank** students must:
 - 1. Send **fill in the blank** a SKYPE invitation with:
 - 1. Student first and last name **Example:** Maximo Melrose
 - 2. Name of course **Example:** BCM. 214
 - 2. Participate in class chat sessions
 - 3. Participate in class forums
 - 4. Sign into **SNAP** tutorial and assessment site (sign in information is found in the newly purchased text book).

BCM. 410/411- Computer Skills and Software Requirements

- 1. Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.
- 2. Sign into the WebAccess course Learning Management System.
- 3. Use my.smccd.edu student email account when corresponding with Professor **Fill in the Blank** at smccd.edu **fill in the blank**@smccd.edu
- 4. Own **Photoshop CS5 or CS6** or have access to or be willing to use the business labs to complete software related work.
- 5. Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder
- 6. If student wishes to meet with Professor, be certain to have or set up a free SKYPE account for possible video and or audio meeting.
 - A. **SKYPE** allows students to make a free call with or without video (SKYPE replaces office phone calls and face-to-face meetings).
 - B. To set up a SKYPE meeting students must:
 - 1. Send **fill in the blank** a SKYPE invitation with:
 - 1. Student first and last name **Example:** Maximo Melrose
 - 2. Name of course **Example:** BCM. 301
- 7. Participate in class chat sessions
- 8. Participate in class forums

BCM. 301 - Computer Skills and Software Requirements

- 1. Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.
- 2. Sign into the WebAccess course Learning Management System.
- 3. There is no specific course software for BCM. 301. Students are encouraged to use Free Google docs or WORD to complete written assignments.
- 4. Students will be required to create or update a **LinkedIn** account
- 5. Use my.smccd.edu student email account when corresponding with Professor **fill in the blank** at smccd.edu
- 6. Conduct Web research as required by assignments
- 7. View **YouTube** tutorials or lectures

8. Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder
9. If student wishes to meet with Professor, be certain to have or set up a free SKYPE account for possible video and or audio meeting.
 - A. **SKYPE** allows students to make a free call with or without video. (SKYPE replaces office phone calls and face-to-face meetings).
 - B. To set up a SKYPE meeting students must:
 1. Send **fill in the blank** a SKYPE invitation with:
 1. Student first and last name **Example:** Maximo Melrose
 2. Name of course **Example:** BCM. 301
10. Participate in class chat sessions
11. Participate in class forums

BUS 401. BUSINESS COMMUNICATION - Computer Skills and Software Requirements

1. Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.
2. Students are required to sign into WebAccess to download the Syllabus and BUS 401 Orientation Letter. Students in BUS 401 will primarily work in **APLIA** where course work and assignments are located. (Sign in information comes with the required textbook)
3. BUS. 401. Students are encouraged to use Free Google docs or WORD to complete written assignments. In addition to editing software BUS 401 students will be required to work with Power Point and Google Docs to complete team writing project(s).
4. Conduct intensive Web research
5. Use my.smccd.edu student email accounts when corresponding or submitting course work to Professor **fill in the blank** at smccd.edu
6. If student wishes to meet with Professor, be certain to have or set up a free SKYPE account for possible video and or audio meetings.
 - A. **SKYPE** allows students to make a free call with or without video (SKYPE replaces office phone calls and face-to-face meetings).
 - B. To set up a SKYPE meeting students must:
 1. Send **fill in the blank** s a SKYPE invitation with:
 1. Student first and last name **Example:** Maximo Melrose
 2. Name of course **Example:** BUS. 401
7. Participate in class chat sessions
8. Participate in class forums
9. For further course related information including required textbook and software please visit my above Faculty site.

APPENDIX I: (Rubric Example of Peer Evaluation from University of Wisconsin
Stony Point)

Rubric for Peer-Evaluation of Online and Hybrid Teaching

Introduction

The attached document was developed by a subcommittee of UWSP Faculty Affairs Committee and was approved by the Faculty Senate to serve as a guide for peer evaluation of instructors offering hybrid or online courses. Although they were developed for potential use as a complete template (when necessary) for faculty to evaluate their peers, these rubrics are best used as a supplement to any academic unit's well-considered approaches to peer evaluation of instruction. Academic units are encouraged to develop their own variations of these rubrics as they deem appropriate and necessary.

Where peer reviewers are evaluating a hybrid course (in which online learning is combined with face-to-face class meetings), it is recommended that peer evaluators attend at least one face-to-face class meeting in addition to evaluating the effectiveness of online teaching strategies.

Important note: Peer reviewers of online and hybrid courses must obtain the permission of the instructor being reviewed in order to be given access to their online teaching environment.

Syllabus

1. Course content and course objectives are clearly set forth.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Grading system and policies (including attendance and participation) are clearly set forth.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course schedule outlines a logical sequence of content and a manageable timeline.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Content/Supplemental Materials

1. All content provided on the site is accurate, current and appropriate for the course/discipline.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Instructional materials have sufficient scope, depth, breadth, and currency for students to learn the subject.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Supplemental resources, if used, support the content of the course.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

4. All course materials meet fair use and copyright guidelines.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Instructional/Learning Outcomes

1. Learning outcomes are measurable and appropriate.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Assessment strategy is clearly tied to learner outcomes.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course expectations are consistent with departmental and UWSP guidelines.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Assessment of Online Interactions

1. Where online interaction counts as part of the course grade, assessment rubrics or descriptive criteria are presented and applied.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Evidence of instructor online presence & interactions (e.g., discussion forums, chat rooms, drop box comments, course news, question & answer forum, online office hours, e-mail, etc.) are appropriate for the needs and goals of the course

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Activities/Course Requirements

1. Learning activities help achieve overall course objectives.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Learning outcomes stated for each activity.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course requires an appropriate variety of learning activities.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Additional general comments:



@one Standards for Quality Online Teaching

Standard 1

The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.

- Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures).
- Facilitates and monitors appropriate interaction among students.
- Builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity.
- Promotes learning through group interaction.
- Leads online instruction groups that are goal-oriented, focused, project-based and inquiry-oriented.
- Differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge.
- Demonstrates growth in teaching strategies in order to benefit from current research and practice.
- Creates a warm and inviting atmosphere that promotes the development of a sense of community among participants.
- Encourages students to bring real-life examples into the online classroom.
- Mandates participation by setting limits if participation wanes or if the conversation is headed in the wrong direction.
- Provides structure for students but allows for flexibility and negotiation.
- Uses best practices to promote participation.
- Begins each lesson with a short, student-friendly, summary statement indicating the goal of the lesson and the primary benchmarks that will be covered.
- Provides extended resources and activities to increase achievement levels.

Standard 2

The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.

- Models effective communication skills and maintains records of applicable communications with students.
- Encourages interaction and cooperation among students, encourages active learning, provides prompt feedback, communicates high expectations, and respects diverse talents and learning styles.

These standards have been adapted from the INACOL Standards for Quality Online Teaching

- Establishes and maintains ongoing and frequent teacher-student interaction, and student-student interaction.
- Provides an online syllabus that defines objectives, concepts and learning outcomes in a clearly written, concise format.
- Provides an online syllabus that defines the terms of class interaction for both teacher and students, defines clear expectations for both teacher and students, defines the grading criteria, establishes inappropriate behavior criteria for both teacher and students, and explains the course organization to students.
- Uses student data to inform instruction, guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners.
- Provides timely, constructive feedback to students about assignments and questions.
- Gives students clear expectations about teacher response time.
- Contacts students who are not participating.
- Recognizes that student interaction with the lesson has instructional value and therefore encourages students to participate in leading the instruction and/or demonstrating mastery of the content in other appropriate ways.
- Personalizes feedback (support, growth and encouragement).

Standard 3

The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.

- Facilitates student investigations of the legal and ethical issues related to technology and society; teaches students that copyright laws are created for a reason.
- Establishes standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication.
- Identifies the risks of academic dishonesty for students.
- Demonstrates an awareness of how the use of technology may impact student assessment performance.
- Uses course content that complies with intellectual property rights policies and fair use standards.
- Provides students with an understanding of the importance of Acceptable Use Policies (AUP).
- Demonstrates knowledge of resources and techniques for dealing with issues arising from inappropriate use of electronically accessed data or information.
- Informs students of their rights to privacy and the conditions under which their names or online submissions may be shared with others.

These standards have been adapted from the INACOL Standards for Quality Online Teaching

Standard 4

The teacher understands and is responsive to students with special needs in the online classroom.

- Understands that students have varied talents and skills and uses appropriate strategies designed to include all students.
- Provides activities, modified as necessary, that are relevant to the needs of all students.
- Adapts and adjusts instruction to create multiple paths to learning objectives.
- Encourages collaboration and interaction among all students.
- Exhibits the ability to assess student knowledge and instruction in a variety of ways.
- Provides student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications.
- Identifies options to expand student thinking, address styles of learning and avenues for enrichment or intervention.

Standard 5

The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures along with developing and delivering assessments, projects, and assignments that meet learning objectives & outcomes, and assesses learning progress by measuring student achievement.

- Creates or selects fair, adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability and consistency over time.
- Implements online assessment measures and materials in ways that ensure instrument validity and reliability.
- Includes authentic assessment (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills as opposed to testing isolated skills or retained facts) as part of the evaluation process; assesses student knowledge in a forum beyond multiple guess.
- Provides continuous evaluation of students to include pre- and post-testing and student input throughout the course.
- Demonstrates an understanding of the relationships between and among the assignments, assessments and learning objectives and outcomes.

Standard 6

The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.

- Assesses each student's background and content knowledge and uses these data to plan instruction.
- Reviews student responses to test items to identify issues related to test validity or instructional effectiveness.
- Uses observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.
- Creates opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher peer reviews).
- Addresses multiple intelligences and levels of ability through a variety of alternative interventions such as adjusting lessons based upon re-teaching and using varied assessment strategies.
- Provides evidence of effective learning strategies that worked for the individual student and details specific changes in future instruction based upon assessment results and research study (data-driven and research-based).
- Evaluates instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.

Standard 7

The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.

- Employs ways to assess student readiness for course content and method of delivery.
- Employs ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.
- Understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.
- Provides opportunities for student self-assessment within courses.
- Empowers students to independently define short- and long-term learning goals and monitors their personal progress.

Standard 8

The teacher collaborates with colleagues.

- Networks with others involved in online education.
- Understands the value of collaborative efforts to create common assessments among content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.

Standard 9

The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

- Demonstrates the ability to modify and add content and assessment, using an online Learning Management System (LMS).
- Incorporates multimedia and visual resources into an online module.
- Demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software in an online learning module.
- Reviews all materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis.
- Creates assignments, projects and assessments that are aligned with students' different visual, auditory and hands-on ways of learning.
- Arranges media and content to help transfer knowledge most effectively in the online environment.



Best Practice Strategies to Promote Academic Integrity in Online Education

Version 2.0, June 2009

This list of best practice strategies is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," produced by WCET in February 2009 and updated in April 2009. In May 2009, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

INSTITUTIONAL CONTEXT AND COMMITMENT

1. Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.
2. Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.
3. Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.
4. Include ethics instruction within the core curriculum and/or area-specific within degree plans.
5. Address academic integrity at student orientation programs and events.
6. Encourage faculty to report every suspected violation and act upon it.
7. Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

CURRICULUM AND INSTRUCTION

1. State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.
2. Require student engagement with the academic integrity policy. For example:
 - a. Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
 - b. Develop and ask students to commit to a class honor code.
 - c. Require students to read and sign an agreement to the campus academic integrity policy.
 - d. Write a letter to students about integrity and post it in the course.
 - e. Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
 - f. Ask students to reflect on the academic integrity policy in the discussion board.
 - g. Include a lesson on avoiding plagiarism.
3. Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
4. Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.

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5. Include a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).
 6. Ask students follow-up questions to assignments such as, "expand upon this statement you made," "tell me why you chose this phrase, description or reference," and "expand upon the ideas behind this reference."
 7. Select one or two difficult concepts from the paper and ask the student to restate/rewrite the information.
 8. Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.
 9. Include an ethical decision-making case study within the course.

FACULTY SUPPORT

1. Incorporate academic integrity strategies into professional development and faculty training offerings.
2. Publish academic integrity strategies and policies in faculty handbook and Web-based faculty resources.
3. Publish guidelines for handling/reporting individual student infractions.
4. Assign a department academic integrity liaison to support faculty.
5. Use a plagiarism detection service.
6. Use Google to search for a unique text string or unique phrase from the paper.
7. Keep student papers filed in the department by topic for reference.

STUDENT SUPPORT

1. Define academic integrity and cheating and clearly explain what is considered dishonest and unacceptable behavior.
2. Provide information and examples to help students understand the difference between collaboration on assignments and cheating, and identify plagiarism. Teach the proper use of citations.
3. State how much collaboration is permissible on each assignment.
4. State what the instructor's expectations are for the students and explain what they should expect from the instructor. For example:

- a. Include a statement in the syllabus encouraging honest work.
 - b. Repeat the campus academic integrity statement and provide a link to campus policies.
 - c. Describe academic dishonesty.
 - d. Describe the repercussions for academic dishonesty.
 - e. Describe permissible and impermissible collaboration.
 - f. Include outside links to information on plagiarism, self-tests and examples.
 - g. Include information on acceptable sources.
 - h. Include information about the college's writing center, library or other support.
5. Provide a writing style sheet or handbook with information on plagiarism and campus policies.
 6. Indicate assessments may require follow-up documentation, questions or assignments.
 7. State expectations for the time needed to complete coursework.
 8. State whether the instructor/college will use a plagiarism detection service.

ASSESSMENT AND EVALUATION

1. Provide rubrics, or detailed grading criteria, for every assignment at the beginning of the course so students understand how they will be graded.
2. Train faculty on ways to use the settings on the college's learning management system to reduce cheating:
 - a. Use a test bank with more questions than will be used on any particular test and have the learning management system pull a smaller number of questions from the test bank
 - b. Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be "a" for one student and "b" for another.
 - c. Require forced completion on exams so students cannot re-enter a test.
 - d. Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week. Setting a completion time reduces a student's ability to access the test, look up the

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- answer, and re-enter the test. Most test-taking software applications keep track of time on the server, not on the student's computer.
- e. Password protect exams.
 - f. Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else).
 - g. Use a Web browser lock-down service during testing.
 - h. Check the computer "properties" for the "creation date" and "author" for essay or term paper submissions if students are suspected of submitting work created by someone else.
3. Clarify that students with disabilities and requesting testing accommodations (extended time for completion of examinations and quizzes) must identify themselves to the college's office of disabilities and provide appropriate documentation.
 4. Change test items and assignment topics each semester.
 5. Emphasize assignments that require written work and problem solving (e.g., essays, papers, online discussions).
 6. Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).
 7. Adopt the following practices to encourage authentic written work:
 - a. Require students to turn in copies of reference articles with cited text highlighted.
 - b. Require annotated bibliographies.
 - c. Do not allow last minute changes in assignment topics.
 - d. Require specific references be used (this might be the course text).
 - e. Require an abstract.
 - f. Give narrow assignment topics (tied into class experience) and require thesis statements prior to topic approval.
 - g. Require students to turn in a draft, and their bibliography or references prior to the paper's due date.
 - h. Require students to write a concept paper and project plan prior to completing an assignment.
 8. Evaluate the research process and the product.
 9. After an assignment is due, have students post in the discussion board, describing the assignment and the research method used, a summary of conclusions and an abstract (a meta-learning essay).
 10. When evaluating student written work, consider following these practices:
 - a. Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.
 - b. Look for whether a paper reflects the assignment, has changes in tense, includes odd sentences within a well-written paper, is based on references older than three years, refers to past events as current, or uses jargon.
 - c. Compare student writing on the discussion board with that on assignments and papers. A writing sample collected at the start of the semester can be helpful.
 - d. Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level.
 - e. Check references; compare quotations with cited sources; look for the same author in multiple references.
 - f. Read all papers on the same topic together.
 11. Make assignments cumulative (students turn in parts of a project or paper throughout the semester).
 12. Give open book exams.
 13. Other than grades, do not provide students feedback on tests until all of the students in the class have completed them.
 14. Use proctored test sites where appropriate.
 15. Faculty should use a robust user name and password to protect their computer-based grade book and keep a printed copy in a secure place in case students are able to hack into the computer system.

SOURCES

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