Contents

Academic Integrity

Conduct prohibited by the College:

- Dishonesty (such as cheating, plagiarism, or knowingly furnishing false information to the College and its officials).
- Infringement or violation of copyright laws.
- Unauthorized computer usage, including: unauthorized entry into a file to use, read, or change the contents, or for any other purpose; unauthorized transfer of a file; unauthorized use of another individual's identification and password; use of computing facilities to interfere with the work of another student, faculty member, or District official; use of computing facilities to send obscene or abusive messages; use of computing facilities to interfere with the normal operations of District computing

Definitions

"Cheating" refers to unauthorized help on an assignment, quiz, or examination as follows: (1) a student must not receive from any other student or give to any other student any information, answers, or help during an exam; (2) a student must not use unauthorized sources for answers during an exam, must not take notes or books to the exam when such aids are forbidden, and must not refer to any book or notes while taking the exam unless the instructor indicates it is an "open book" exam; and (3) a student must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

"Plagiarism" means submitting work that is someone else's as one's own. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's, and not one's own, is plagiarism. If a student copies an author's words exactly, he or she should treat the passage as a direct quotation and supply the appropriate citation. If someone else's ideas are used, even if it is

paraphrased, appropriate credit should be given. Lastly, a student commits plagiarism when a term paper is purchased and/or submitted which he or she did not write.

(Note: the above two definitions are adapted from Tools for Teaching, by Barbara Gross Davis, Jossey-Bass, Inc., 1993, pp. 300).

What this means for distance education

The guidelines for academic honesty in face-to-face courses also apply to students in online and hybrid courses. Plagiarism, disruptive behavior (such as improper discussion posts or poor **netiquette**) and taking an exam for someone else are all violations of student conduct guidelines.

There is little evidence to suggest that online and hybrid students are more likely to cheat. In fact, the few studies that have researched this issue found that online students were less likely to engage in academic dishonesty than those in face-to-face classes. In part this may be because of the nature of the distance education environment where, because of **regular effective contact guidelines**, instructors often have more interactions with individual students.

Students who are able to learn at their own speed and who are provided with many different forms of alternative assessments may also be less likely to 'panic cheat', that is, impulsively cheat during an exam (Stuber-McEwen, Wiseley & Hoggat).

Perhaps the biggest challenge in the distance education environment is **student authentication**. Using WebSmart and WebAccess for secure login and incorporating best practices for regular effective contact — such as getting to know students and their writing styles — are effective means to help to ensure that students registered for the course are truly the ones contributing to it. For instructors teaching hybrid courses with proctored exams on campus, this may be less of an issue than for those who are teaching fully online courses for high stakes exams.

Accessibility Guidelines

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 created by the State Distance Education Accessibility Taskforce are available at: **Distance Education Accessibility Taskforce**

Additionally, all three colleges at SMCCCD feature in-campus Alternate Media and Assistive Technology support via the DSPS/DSRC office. Faculty designing new distance education courses should consult with DSRC staff to create courses with "built-in" accommodations.

Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must verify that the student who registers in a distance education is the same student who participates in and completes the course or program and receives the academic credit. SMCCCD provides to each student at the time of registration, a statement of the process in place to protect student privacy.

In order to ensure that authentication takes place as intended; faculty must utilize SMCCCD's implementation of Moodle (WebAccess) to deliver distance education courses. If faculty use a publisher's content site faculty must require the students to access such content through a link in WebAccess to ensure authentication. For details, faculty should refer to the SMCCCD Admin Procedure on Distance Education.

Communication

To ensure consistent communication with potential distance education students, faculty members teaching online courses must use their smccd.edu email accounts as their primary email contact.

Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to engage students before the first day of instruction. This communication should include a welcome letter, the syllabus, and course guidelines for communication. A sample DE syllabus, including Student Learning Outcomes is in the Appendix and 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.

Copyright for Distance Education

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. 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.

Excerpted from http://www.insidehighered.com/news/2010/07/28/copyright and the SMCCCD Board Policy.

Course Management

Faculty teaching distance education 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, DE faculty are responsible for creating and loading syllabi, assignments, and calendars to Web Access, assuring that all features of the site are up-to-date and currently working, adhering to delivery method guidelines, and facilitating interaction among their students.

Drop Policy

Date of Determination at Institutions Required To Take Attendance

Institutions that are required to take attendance are expected to have a procedure in place for routinely monitoring attendance records to determine in a timely manner

when a student withdraws. **Except in unusual circumstances, the date of the institution's determination that the student withdrew should be no later than 14 days after the student's last date of attendance as determined by the schools attendance records**.

Students in distance education courses are required to 'attend' class and participate just as if they were in a face-to-face course. This means that instructors need to set up guidelines for how much each lecture, reading assignment, discussion or project *qualifies as a meeting* during the course of a week/learning unit/course module.

Students who do not participate in class, that is, who consistently do not complete assignments, quizzes, respond to forums or turn in other work, should be notified that they *will be dropped from the class for non-participation.*

Regular and Effective Contact

A California state Title 5 requirement *(Section 55211)* in distance learning states that instructors must keep in contact with students on a regular and timely basis to both ensure the quality of instruction and to verify their performance and participation status (authentication). This also means that courses need to be [508 compliant](#) (meet accessibility guidelines).

Guidelines 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.

How Faculty Can Ensure Regular Effective Contact of Substance

Instructors need to make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design and delivery. Regular effective contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status. Lack of activity in the course indicates a lack of regular effective contact.

Examples of regular and effective contact can include forum postings, submission of assignments, group work and emails.

More Guidelines from Title 5

According to Title 5:

55200. Distance Education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that many be imposed by the Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973 as amended.

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses.

55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students..

55206. Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face to face interaction between instructor and students, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

Faculty Evaluation

The Faculty Performance Evaluation Taskforce will pilot an evaluation tool specific for distance education instruction in fall 2013. District policy for evaluating faculty performance for distance education is under review as collective bargaining
All new DE courses should be evaluated by the Curriculum committee, with the help of the campus instructional designer, before being taught.

Minimum Qualifications

Course Development and Approval (existing traditional courses)

To ensure that course delivery is consistent, student-centered, and integrated, a faculty member should have received appropriate training before he/she 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 Faculty Training and Certification for Teaching Distance Education Courses:

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, and/or work in consultation with the college's local distance education professionals to develop and implement distance courses and to ensure that courses stay current with state and federal regulations. DE Professionals could include; instructional designers, technologists, and distance education coordinators. Faculty may then seek approval from the division Dean to teach an online course.

College of San Mateo provides faculty with an instructional designer to assist with creating:
- Online enhancements for face-to-face courses,
- Online components for hybrid courses, and
- Fully online classes.

The instructional designer can also assist instructors in creating online materials that meet accessibility requirements.

CSM's Distance Education Resource Center is located in College Center, room 437. Information about distance education courses, programs, and resources can be found at: http://collegeofsanmateo.edu/distanceeducation/

State Authorization

Regulations recently described in the "Program Integrity Issues" document by the U.S. Department of Education included the following requirement: "If an institution is offering postsecondary education through distance or correspondence education in a State in which it is not physically located, the institution must meet any State

requirements for it to be legally offering distance or correspondence education in that State."

Requirements for Institutions

Institutions must:

- Comply with any applicable state approval or licensure requirements in each state in which it 'operates' and be approved by that state <u>by name</u>.
- Provide its students and prospective students with contact information for filing complaints with its accrediting agency and with the <u>appropriate state agency</u>. NOTE: This requirement was NOT vacated by the court and institutions are expected to have been in compliance by July 1, 2011.

For CSM, these requirements will be met by the District Office.

Support Services For Faculty

- DE Coordinator
- Instructional designer/technologist
- ITS
- DSRC/Alt Media Tech
- LMS Support

Technology Requirements

Faculty members should have access to technology sufficient for managing their online courses. The SMCCCD technology recommendations, as of February 2013, are:

- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current browser (Firefox v20.0, Chrome v.24, or Internet Explorer 8.x are recommended)
- Internet connection, preferably broadband (DSL speeds)
- WebAccess

What is an Online Class?

Online Course

A course where the students and the instructor 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.

Hybrid

A hybrid course is a course that substitutes 51% to 99% of face-to-face instructional hours with online course work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

The Web Enhanced Course

A course that is designed to include a certain number of instructional contact hours (but less that 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.

Accessibility

Accessibility Guidelines

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 created by the Distance Education Accessibility Taskforce are available at: [Distance Education Accessibility Guidelines](#)

Additionally, all three colleges at SMCCCD feature in-campus *Alternate Media and Assistive Technology* support via the DSPS/DSRC office. Faculty designing new distance education courses should consult with DSRC staff to create courses with "built-in" accommodations.

Since one very important aspect of any materials that you put online is the issue of accessibility, all materials in your online course must meet the requirements of the Americans with Disabilities Act and Section 508. (see more guidelines for accessibility in Appendix F of this document).

The requirements are as follows:

All of your videos must be captioned
If you include videos in your class, they must be captioned. You can find captioned videos from the CSM library, YouTube, TeacherTube and lots of other places.

Any audio files must have a transcript
Audio files are a great way to provide information to students, however if you do provide audio files, you will also need to provide a "script" for the file. Creating a script can actually be helpful to you as you organize your thoughts before a presentation. Once you have uploaded your presentation, just add the script as a PDF file link.

Getting started adding content

Your Welcome Message

One of the best practices often recommended for online teachers is to create a "Welcome Letter" that is the first thing that students see when they enter the online course environment.

Please consider sending this Welcome letter to students via email before your class begins.

Much of this information could be/should be included in your course syllabus as well.

The types of things you can include in that welcome letter are:
- Introduce yourself! Let students get an idea of who you are
- Give students your contact information
- Have virtual office hours? Post those here
- A brief overview of the Learning objectives for the course gives students an idea of what they will be doing in your class
- Include information about how to get started, including a link to the syllabus

Some addition items you might include:

- **Course access information.** How will students access your course? Make sure to give students the course URL and information on how to get tech help before class begins.

- **Date class begins**

- **Number of weeks and ending date.** Got a late start or short term class? – This can be a little confusing if students don't realize that not all classes are the same length.

- **Textbook Information**. If you would like students to have textbooks on the first day of class, it's important that you provide them with all of the pertinent information (author, title, edition, ISBN number) they will need in ordering the correct text from online vendors. You may also opt for an "older" edition if your text is used primarily for reference and its content changes very little.

- **Number of required synchronous meetings (if any) including when and how they will take place.** If you require students to "attend" a "real-time" web facilitated, virtual meeting, provide them with the necessary information so that they can make arrangements to be "present" or opt to take the course at a future date. CCCConfer can be used for this purpose by teachers.

- **Number of optional synchronous meetings (if any) including when and how they will take place.** For example, you can hold "virtual" office hours so that students can reach you at a particular time. How you hold these office hours is up to you, but some ideas include being available for instant messaging (IM), chat, Skype, e-mail, and (for those who are more "old-school") telephone! Skype is a powerful free web- conferencing tool that allows you to interact with your students using audio, video, or text and Facebook also have a video chat tool that is easy to use.

- **Exam information**. If students are required to take proctored exams, provide information about where, when, and how those will be taken. If your exams are online, consider at least sending a list of projected test dates.

- **Technical Requirements**. Explain what types of hardware, software, browser and internet access students will need to complete the work for your course. Will

students need MS Word? Are you using any other type of specialized software? You should make those expectations clear so that students can evaluate whether they can meet those requirements before your class begins.

Your online syllabus

What is different about an online syllabus? Do I have to change my syllabus when I am teaching a class online?

Although the details of course requirements, expected outcomes, schedule, grading, and procedures are an important part of any course syllabus, they are perhaps even more important for an online class. Think of everything that you tell students on the first day of class, online students still need this information, and they may have trouble finding it unless you have created a syllabus that is easy to find and understand.

Even in hybrid courses—those that are taught face to face with an online component—clear directions are vital. It's important, for instance, to explain to students how the hybrid class meetings will be scheduled. Which course activities will take place in the on-campus classroom, which in the online classroom, and what should students be working on each week?

An effective online syllabus must include:

Pedagogy:

- Contact information for the instructor
- Information about where to find things in the course
- Criteria for grading and participation (Rubrics work well for this)
- Expectations for communication, in other words what students can expect from you in terms of turnaround time and other types of instructor/student communication

- The proper sequence for accomplishing weekly activities and assignments (for example, do the exercises before taking the quiz, post a message in discussion before e-mailing the assignment)

Technology

- Technical requirements for the class (for example, what browsers work best, any special programs that are needed)
- Any contact information for technical and administrative support
- What sort of file formats you will accept for assignments

Consider Creating a Course FAQ or Online Orientation

Students in an online class need directions and a "map" to find their way around in what may be a new environment to them.

You can help!

Consider creating a course FAQ for students, this can include information about:

- How to contact you
- How to find and use the syllabus
- How to get technical help
- The layout of the course
- Communication expectations, for example how long should students expect to wait for submissions to be graded or for a response to an email
- Information about grading and how to submit assignments
- Any rubrics you use for grading
- Rules about Netiquette
- Information about forum participation and conduct
- Information about your policy on late assignments

- Any directions for special technology that you are using in the class, for example if you are using Wiki's you would include information on what a Wiki is and how to use it in your Course FAQ's
- A checklist that lists only readings and assignments for each week is a best practice, even if you already have this information in your syllabus
- Access to a variety of resources to cope with problems or situations that arise such as, Time Management, Managing Stress, Concentration, Motivation, Setting Goals, Group Work, Research Skills and Evaluating Internet Resources
- An explanation about the assessment methods that may be used during a course
- Guidance on how to record, cite and present references in written assignments as well as tips on how to avoid plagiarism
- Information about student support with links to Counseling and Guidance Services, Student Health Care and the Careers Service
- Tips for being a successful student in an online/hybrid course
- Quiz to self-assess readiness to be a student in an online course
- Minimum computer hardware and software requirements
- Sources for any required plug-ins (and links)
- Links to appropriate campus library resources and services (e.g., reference librarian, electronic reserve, and online library tutorials).

Creating a Social Presence:

In an online class it can more difficult for a teacher to create a "presence" and to make a connection with students. Lack of that presence can significantly diminish many things, including student motivation, retention and guidance.

Because a lot of the ways that a traditional teacher creates an effective classroom alchemy are not possible in the online environment, below are some suggestions and ideas on how to provide support and an instructor presence:

- **An introductory forum for bios and introductions**. There needs to be a comfortable balance between privacy and self-disclosure, but some self-revelation on the part of the Instructor can get the ball rolling. A student should be instructed to share only what they are comfortable with.
- **A short explanation about how to proceed**. It is not helpful to assume the students will see the order in which they are to proceed just because the items are listed in a certain order. An online class can look like a jumble of words and links to someone who has never seen one before!
- One way to expedite the getting-to-know-you process is with a photo gallery. If a student does not feel comfortable posting their own photo, perhaps they would be comfortable posting a picture of their pet or a landscape that they like. This can also be done by encouraging students to edit their online profile in WebAccess.
- **Establish a question forum** for the students to ask their questions. You can also choose to encourage students to help each other in this way. Make sure that students know that they can also send a private e-mail or message for questions or concerns they do not want to share with the class.
- **Consider involving students in peer review activities**, or forum facilitation as they become more familiar and comfortable with the online forums.

- An instructor needs to remain accessible to students by communicating frequently throughout the discussion forums; however you do not have to answer each forum post!

- One practice for keeping students participating in the discussion forums is to attach points to participation. Requiring students to post a certain number of substantive posts over a certain period of time will keep them engaged in the discussion. If the Instructor follows the discussion and makes sure it is targeted and lively, the result will be active learning and enjoyment for the student.

- **It is important to project a high-level of warmth and friendliness** in all classroom interactions realizing that words and messages can be perceived differently online than in person. Capital letters are like shouting. Using a red color also seems angry or brash. Using calming colors for emphasis; blue or purple has a soothing effect for nervous students who are trying to get used to the online venue.

Online Assessment: Quizzes and Surveys

There are several schools of thought on Online Assessment. Some teachers are very concerned about cheating, or student authentication. Other teachers use online quizzes as a way to get students to review and reflect on the materials.

If you plan to use Online Quizzes as a way to assess student learning, you might want to keep the following guidelines in mind.

- If you must have testing that is more traditional, i.e not open book, you might want to look into proctored testing.

- Make your quizzes timed! WebAccess allows you to set a time limit on any quiz that you create.

- When you set up your quizzes you can also determine a date range when the quiz is available, students can only access the quiz during that time frame

- WebAccess allows you to "shuffle" quiz questions and answers. If you choose to shuffle answers, consider not using answers such as 'all the above,' 'both a and b are true,' etc. The randomization may cause these answers to be invalid
- Consider using a variety of question types, not use multiple choice or true/false
- WebAccess also allows you to hold back feedback and results from students until the test has closed.
- Online testing is one way to determine learning, however be sure to use other methods, such as projects and papers.

Using Publisher Content

If you plan to use publisher content in your course, you must include clear and concise instructions for your students on how to access this content. In your course orientation you should clearly explain to students how you will use a publisher site. Clear directions (perhaps with screen shots or other visuals) for accessing the publisher site are also critical

What is publisher content?

Textbook publishers are increasingly likely to offer electronic resources to accompany their textbooks. These could be as simple as banks of test questions, but might also include e-Packs (fully developed courses that can be imported to an WebAccess shell) or even complete courses hosted on the publisher's website with their own activities, practice exercises, testing resources and grade-books.

How can I tell what content is available for my text?

The best way to determine if extra content is available for your textbook is to check the publisher's website. Textbook company representatives are also happy to talk with you about your options, and make frequent visits to the on-campus office buildings.

How do I get access to publisher content?

The fastest way to get access to publisher content is to contact your local publisher's representative. They usually respond quickly. They can supply a username and password so you can view available content.

The other option is to work through the publisher's website. This usually takes longer and involves submitting an application with some verification of your status as an instructor.

How do I decide whether to use publisher content?

Questions to consider include:

- Is the publisher material better for students than what I could develop myself in the time I have available?
- Does publisher content augment my own material in useful ways?
- Does the material match the outcomes for my course?
- Do the materials look like they would be relatively easy for students to access and use?
- Does the publisher provide instructor tutorials? Technical support for students?

I'm mostly interested in the publisher's test bank. How do I get the questions into my WebAccess course?

Most publishers have questions that can be imported into a Moodle format for your WebAccess shell. The WebAccess help system at CSM can help you with importing these questions into your WebAccess shell. You can also contact the Instructional Designer at CSM for help importing test banks.

This course checklist covers many different areas that are important to creating a successful online course. This checklist is a combination of various online checklists and covers most aspects that you need to have an accessible and well designed course.

Appendix A: @ONE Standards for Online Teacher

@ONE, along with the State Chancellors Office, and in reference to the ACCJC Distance Education Standards office releases this list on standards for online teachers and online classes

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

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.
- qBuilds 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.
- 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.

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.

Appendix B: Sample Rubric for Forum Participation

This is an example of the kind of information you might post for your students about their online discussion participation

Your Forum Participation

Each week we will have at least one discussion forum. You must post THREE times in each forum to get the maximum number of points for your participation. Each substantive and complete post is worth 25 points.

As the instructor, I will facilitate student discussions but I will not address every single post. In most cases, I might share a related idea, intervene when the discussion goes off-track, or tie student comments together to help deepen student learning. Consequently, I will not directly answer questions in the discussion area unless they are addressed to me. I will check the discussions daily during the week, and occasionally on the weekends.

Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of student participation.

- Submit initial post(s) early in the week, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.

- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

What do I mean by a substantive post?

The following are some ideas to set the stage for substantive participation for the development of your critical thinking skills:

1. Ensure that the posting contributes to the overall discussion thread that is being developed. Your response must contain some reference back to the original discussion question. Stay on track by always referring back to that original discussion question.
2. Try to use your posting to add value to the discussion. This is more effective than simply responding to meet a requirement.
3. Check to see that the posting expands on the main theme (in the discussion question, or assignment posting).
4. Make sure your posting is at least 50-150 words.

Other Ideas for Participation
- Share a related experience.
- Comment on others' experiences.
- Ask students questions about their ideas/experiences.

- Consider an idea being discussed, and offer a different perspective on it.
- Describe an interesting idea from the week's reading, and explain what insights you gained from it.
- Ask the group a question about the week's reading.
- Disagree (respectfully, of course) with a point that someone else has made.
- Discuss a related issue on which you would like some feedback.
- Describe how you have applied the recent course concepts to your personal/professional life.
- Share another resource you have used as you explored the course topics.

Criteria	Unsatisfactory	Satisfactory	Exemplary
Quantity and Timeliness	Does not submit at least one post early in the session and/or does not submit at least two responses to other learners at various times during the session.	Submits at least one thoughtful post early in the session, and at least two responses to other learners at various times during the session.	Submits two or more thoughtful posts early in the session, and more than two responses to other learners at various times during the session.
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.
Generates learning within the community	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.

Appendix C: SMCCCD DEAC Mission/Goals

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.

CSM Goals for Distance Education

The immediate and long-term future of distance education and educational technology involves the merging and integration of many forms of teaching, learning, communication and adaptive technologies. These technologies include onsite educational technology and distance learning tools and systems. The Distance Education and Educational Technology Committee (DEETC) advises the College of San Mateo (CSM) administration on policy and plans for the academic use of these technologies, and makes recommendations to the Vice President of Instruction, who administers Distance Education for faculty and is therefore responsible for the implementation of the Institutional Planning Committee (IPC) approved Distance Education plan.

The CSM Distance Education and Educational Technology Committee facilitates the development of distance learning instruction in response to student and community needs, and the latest developments and standards in Educational Technology. The committee is committed to supporting faculty and students in obtaining training in the use of appropriate technology for teaching and learning, both in the classroom and online. The committee evaluates current and emerging resources and educational technology used to instruct, support, and educate CSM Distance Education and on-campus students to determine what changes or improvements need to be made to

meet the needs of our faculty and students, and makes recommendations based on these evaluations.

<u>TASKS</u>

1. Help shape a college vision of distance education;
2. Provide direction for integrating educational technology into all on-campus and distance education courses and programs;
3. Guide departments, faculty and staff towards an efficient, effective, and consistent use of educational technology
4. Recommend policies for quality and academic rigor of all distance education classes;
5. Encourage faculty to participate in and make recommendations on the development of courses, course materials, and the use of appropriate educational technology;
6. Help guide student accessibility and promote distance education courses as a viable option for pursuing educational goals;
7. Develop procedures, in consultation with the Vice President of Instruction, reflective of the specifications of Title V, the ACCJC and Department of Education guidelines for educational technology and online instruction.
8. Make recommendations to provide centralized online access to all student support services and resources - library, counseling, financial aid.
9. Make recommendations to provide online support for students, such as creating an online readiness course for students struggling to use educational technology.

Appendix D: Glossary/Definitions

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

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 and online courses,

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

MOOC (Massively Open Online Course) —As its name suggests, a massively open online course (MOOC) is a model for delivering learning content online to virtually any person—with no limit on attendance—who wants to take the course. Participants can be students enrolled at the institution hosting the MOOC or anyone with Internet access. The "open" students, who pay nothing to participate, can join in some or all of the course activities, which might include watching videos, posting on discussion boards and blogs, and commenting via social media platforms, though anything hosted by the institution's LMS would likely be off-limits. Although "open" participants receive no credit for the course and may get little or no direct feedback from the instructor, their involvement can add a dynamic to the course that benefits all students.

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

Netiquette – A term derived from 'network' and 'etiquette' which refers to the appropriate manners and protocol for communication in online interactions.

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 WEB ACCESS , 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.

Open Educational Resources (OER) — Materials that are either public-domain or openly licensed which provide a low-cost alternative to traditional publisher content. OER can include: CourseWare, eBooks, eTextbooks, and multimedia content.

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

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

Universal Design – Products and services are created so as to be accessible to everyone.

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. This course must undergo a separate approval by department it resides in.

Appendix E: More Tips on Accessibility

Keep the Contrast

Even when color is not the sole form of communicating information, it is still important that there be enough contrast between the text and the background. The following is difficult enough for those without visual impairments and likely impossible for people with some kinds of color blindness:

Make sure to submit your assignment before midnight on Sunday, March 12.

Although the examples shown here may seem trivial, they highlight problems that are easy to overlook. If you're curious to see how your materials might actually look to people with various kinds of color-blindness, you can use a tool like Vischeck which simulates various kinds of color blindness.

Make your links meaningful

If you are using links in your course material, be it in an HTML document, in an attached MS-Word document, in a PowerPoint file, it is often tempting to link just the words "click here". But compare the following:

For an example of dollar-cost averaging, click here.

Please see an example of dollar-cost averaging.

There are two problems, with this, however.

First, readers who are blind often use screen reading software to "read" pages to them, these often work by jumping from link to link. This means that links might be read without the context around them, so when a link reads "click here" it's not at all clear what that link will lead to.

The second problem concerns viewers without visual impairments. When they scan the text, the links will stand out, but will be largely meaningless, forcing the reader to stop, scan the words around the link, and then evaluate the link anew. Much more expedient would be to simply link the appropriate text as in the second example.

Another example of a best practice for using links is to transform long, meaningless links into text links, for example, let's say this is the link to the textbook you want the student to buy

http://www.amazon.com/gp/product/1412917948/ref=s9_simh_gw_p14_d3_i5?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=center-2&pf_rd_r=00DZM93WMZTN2FJM8GYA&pf_rd_t=101&pf_rd_p=1389517282&pf_rd_i=507846

A better link would be: You can purchase your textbook on Amazon, here is the link "Statistics for people who hate statistics."

Make yourself a script

If you are creating a narrated audio, for example a multimedia or PowerPoint presentation, consider writing up a script beforehand. Not only does this allow for a tighter, more professional sounding presentation, but it also means that a ready "transcript" is available for posting alongside the audio.

The text needn't match what is said verbatim. As long as there is no material difference between the two, this fulfills the goals of accessibility. Incidentally, this transcript is not only useful for the hearing impaired, but can also be appreciated by students who are connecting from areas with unreliable or costly internet connections. This often includes students who are serving in military deployments.

Use Adobe PDF not Word

Adobe Acrobat (also called "portable document format" or "PDF") files are superior to MS-Word documents for most purposes in the online classroom. Although it is possible to "tag" these files for higher accessibility, this is more complicated than most faculty members are likely to feel comfortable with. However, when creating PDF files from MS-Word documents, Acrobat will retain the "style" information from the original MS-Word documents which will make the resulting PDF files more accessible. By using styles, assistive devices can better tell whether a piece of text is a header, body text, or a caption for an image, and therefore help the user determine its meaning.

Always create an ALT tag

If you are creating HTML pages in WebAccess, you should include an alternate explanation of any graphics that you include in your material. This allows the visually impaired who might be using a screen reader to speak a page out loud to have description of the graphic they may not be able to see.

Your description of the graphic should be short and to the point.

Universal Design for Learning

The idea behind Universal Design is that all materials are designed with the goal of being accessible to all learners. When you design your materials with this goal in mind there is no need to revise them later to make them accessible.

Why is UDL necessary?

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

Universal Design for Learning
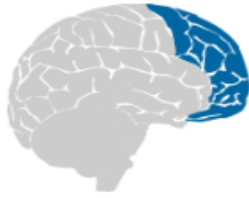
Recognition Networks
The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Strategic Networks
The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Affective Networks
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

☑ Present information and content in different ways

☑ Differentiate the ways that students can express what they know

☑ Stimulate interest and motivation for learning

Universal Design tells us that ALL the materials we put online should appeal to the different and preferred learning styles of our students.

For example, try to avoid text only materials. Consider including a captioned video, a podcast with a transcript or an interactive tool. Think about asking students to use technology to create their assignments. Group activities are also a great way to get students using 21st Century skills in and out of the classroom.

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