Distance Education Faculty Handbook
Mendocino College

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Welcome and Introduction

Welcome Online and Distance Learning Faculty!

The Mendocino College Distance Education Handbook is designed to provide additional information about the Mendocino-Lake Community College District Policy for Distance Education. This handbook is organized as an online document, so as to furnish information in a navigable format that can easily allow for supplementation and revision as policies and procedures develop and change. The handbook has been developed based on the recommendations of the MC Distance Education Committee.

The goals of this handbook are to:

- Articulate the mission and goals of Distance Education, especially as they pertain to the Mendocino College Educational Master Plan.
- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to distance education courses.
- Define best practices in distance education and how those should be incorporated into course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

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General Information

Mendocino College Mission, Vision, Values, Strategic Directions & Goals

Our Mission

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success and achievement through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment, and providing services to students at all stages of their educational and/or career path. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.

Our Vision

Mendocino College faculty, staff and students inspire each other to engage in quality educational experiences to achieve student success.

Within this partnership, all members share a mutual accountability for student success. Faculty and staff serve as the catalyst for students actively engaged in the learning process; students accept their responsibility to define their goals and to work actively toward them.

Our Core Values

Student Success: Students come to us with rich experiences, goals and backgrounds. We create meaningful learning environments to support each student in developing and accomplishing their personal, educational and career goals and to prepare them for a lifetime of learning and achievement.

Collaboration: We promote collaboration among and across many groups: students, faculty, staff, and our community partners.

Respect: We recognize the inherent value of each individual. We work and communicate collegially, creating working and learning environments which are conducive to the open exchange of ideas.

Integrity: We maintain public trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff and communities.

Diversity: We value the creativity and insight that emerge from multiple perspectives and we recognize the importance of equity and diversity in achieving our goals. As an institution we are strengthened by our many communities, cultures, and traditions.

Continuous Improvement: We are committed to inquiry, professional development, and reflection. We adjust our practices and embrace new tools and methods to provide equitable opportunities and outcomes.

Sustainability: We are responsible stewards of fiscal, natural and human resources.

Our Strategic Goals

1. Support and enhance an equitable campus culture and environment to support a diverse student population through vibrant, relevant and inclusive campus and community experiences.
2. Support and create more professional development opportunities that will strengthen our inclusive, equitable and ethnically diverse college and community.
3. Foster ongoing student, faculty and staff learning communities where continued reflection, growth, and support promote campus diversity, equity and student success.
4. Develop classroom practices which value diverse student voices and experiences, create safe learning environments.
5. Assess the needs of students and employers to support and expand Career Technical Education programs.

Distance Education Program Mission Statement

Distance Education at Mendocino College supports the mission of the college by delivering a comprehensive selection of college courses, degrees, and certificates via online classes. The Distance Education Program maximizes educational opportunities for all students, including those seeking transfer, professional development, basic skills, and career and technical training at Mendocino College.

The purpose of the Distance Education Committee is to support in developing policies and promoting practices that contribute to the quality and growth of Distance Education at Mendocino College.

With the understanding that faculty should have the primary responsibility for developing policies and promoting distance education practices, the Committee supports a learner-centered program designed to further student success by making recommendations and determinations regarding:

- Curriculum and instruction, evaluation and assessment, technology, accessibility, infrastructure, and academic support services that affect all modes of distance education course delivery.
- Ongoing faculty development and consistent support in the areas of pedagogy and technology in order to ensure that faculty who teach distance education courses are able to provide high quality learning environments for the students of Mendocino College.

Purpose of Online Learning

Distance education courses support Mendocino College's mission to increase student access, maximize student learning and expand instructional outreach to the community. Offering courses through the latest technology in electronic delivery methods provides students significantly greater opportunities for learning and advancing their higher education.

Definition of Distance Education

Distance Education takes learning out of the traditional classroom setting. Students and instructors use electronic, digital course technology for teaching, learning, and active interaction.

Mendocino College offers two modes of distance education instruction:

Online	An online distance education course is delivered via the Internet using a campus-supported Learning Management System (LMS). Some courses use the LMS as a pass-through to publisher e-packs. No on-campus meetings are required. Faculty-student interaction and delivery of course content is achieved through the Internet. Through regular effective contact, instructor and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. An online course will be designated as Online in published campus materials.
Hybrid	A hybrid distance education course replaces part of the traditional face-to-face class time with online instruction and interaction. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other in-person activities is a hybrid course. The same LMS is used to provide course content replacing face-to-face time. A hybrid course will be designated as Hybrid in published campus materials.

*If instructors use the LMS to post materials and engage in discussion but do not replace their classroom time with online instruction, this is a web-enhanced course and is not considered a distance education course.

Principles of Online Learning

Fundamental teaching and learning standards for undergraduate education also apply to teaching online and hybrid courses. This means that the following principles, based on Chickering and Gamson's best practices for undergraduate education, should inform distance education courses:

Principle: Establish and maintain Regular Effective Contact.	Regular effective contact is a California requirement for distance learning which states that instructors must keep in contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation status. BP 407 Distance Education and AP 407.1 Distance Education Procedures; Regular Effective Contract address regular and effective contact at Mendocino College.

Principle: Create opportunities for student-centered learning.	In distance education, instead of being the sole source of content knowledge, the role of the instructor is as a facilitator. Students should be encouraged to interact not only with the content and instructor but also with each other in order to understand, research and come to their own conclusions about the course material.
Principle: Provide support for each student's learning process and autonomy.	Distance education instructors should engage all types of learners by providing content and assessments that respect and accommodate the different needs, learning styles and strategies of each student.
Principle: Ensure all course content is readily and easily accessible to all students.	Instructors should make certain that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System.

Faculty Preparation

Technological Readiness

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to most complex, are examples of what might be needed to teach online and hybrid courses:

Basic Computer Skills	• Keyboarding • Audio recording (microphone)
File Management	• Create & name files • Understand file formats (doc, .docx, rtf, text, JPEG, GIF, PDF, WAV, MPEG etc.) • Understand file storage • Organize and manage files
Word processing	• Create, edit & save documents • Use formatting techniques (bulleted/numbered lists; page numbers, etc.) • Insert tables, graphs, and graphics into documents
Presentation	• Create, edit & save presentations

Software	• Add multimedia to presentation • Record audio narration for presentation
Email	• Send & receive email • Attach documents & pictures • Create & manage contact groups
Internet	• Understand & use different browser types • Know how to do targeted searches • Understand how to use online databases • Be familiar with YouTube, ConferZoom, podcasts, blogs, webinars & wikis
Learning Management System	• Upload content • Create, design, and edit course modules • Make content accessible • Create announcements, discussion forums, blogs, or wikis • Create assessments, surveys, and polls/use the Assignments and Quizzes tools • Upload multimedia

Pedagogical Readiness

Skills that are important for teaching distance education courses are:

Fundamental Principles	• Understand the differences between face-to-face and online instruction. • Utilize learner-centered pedagogy where concepts of interactivity, instructor-led facilitation and feedback are core elements. • Create learning activities that actively engage students and which encourage top-down cognitive processing skills (such as synthesis and problem-solving tasks) See Bloom's Taxonomy • Accommodate a variety of learning styles and strategies in both content delivery and learning activities.
Management and Interaction	• Follow district policies for regular effective contact (BP 407, AP 407.1) with students in both synchronous and asynchronous modalities. • Communicate and maintain learning objectives. • Cultivate and develop learning communities through group activities. • Create and maintain an atmosphere of academic integrity and trust. • Clarify participation requirements, facilitate and monitor interaction accordingly. • Lead discussions rooted in inquiry that challenge students to question and develop their own conclusions.

	• Provide ongoing personalized feedback and suggestions for improving student performance. • Make additional resources available for learning. These could include sample papers or projects, time management suggestions, links to writing guides, etc.
Technology Integration	• Identify the most appropriate technologies for content and learning outcomes. • Present content that is easily navigable and accessible to all learners. • Integrate multimedia content that meets the learning styles and needs of all students as well as accessibility requirements. • Encourage cooperative learning through group activities that utilize current technology.
Assessment	• Provide multiple opportunities for ongoing assessments that measure both student understanding of course content, participation, critical thinking, and success in meeting SLOs. • Incorporate surveys to receive regular student feedback to improve and enhance instructional effectiveness. • Understand the unique challenges that affect academic integrity and student authentication in the online environment. • Analyze SLO assessment results and make program improvements as needed.
Accessibility	• Create or modify all course content so that it is accessible to students with disabilities. • Design the course layout so that it is easily navigable and readable and has alternate access options for students with special needs.

Training Process and Requirements

New Online or Hybrid Instructor Training

All instructors wanting to either teach online or hybrid courses must successfully complete the @One Course Introduction to Canvas https://onlinenetworkofeducators.org/course-cards/introduction-to-teaching-with-canvas/. This is a four week, forty hour course. Also, highly recommended is Introduction to Online Teaching & Learning https://onlinenetworkofeducators.org/course-cards/introduction-to-online-teaching-and-learning/

See all of @One's Course List at https://onlinenetworkofeducators.org/course-cards/ .

Course Quality and Standards

Course Quality: Title 5 Language & Explanation

Title 5 Distance Education Guidelines were developed to describe best practices for quality distance education in the California community college system. These include: instructor contact, course design and approval, faculty training and workload and class size caps.

Section 55200: Definition & Application

Policy Guidelines	What this means at Mendocino College
Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of 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 of the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).	This section provides a general definition of distance education. At MC, the term Distance Education applies to online and hybrid courses but not to web-enhanced courses. Section 55200 also specifies that all distance education content and delivery needs to be accessible to all learners.

Section 55202: Course Quality Standards

Policy Guidelines	What this means at Mendocino College
The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.	Online and hybrid courses should have the same course quality standards as face-to-face instruction.

Instructors should use the Rubric for Online Instruction (PDF) to develop, teach, modify and reevaluate their courses to ensure that best practices in instruction design and implementation are followed.

The Distance Education Committee will periodically review distance education courses and programs to ensure quality. |

Section 55204: Instructor Contact

Policy Guidelines	What this means at Mendocino College
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: • Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. • Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.	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 such as in the LMS or third party websites indicates a lack of regular effective contact. For more information on regular effective contact as it should be implemented, see below.

Section 55206: Separate Course Approval

Policy Guidelines	What this means at Mendocino College

If any portion of the instruction in a new or existing an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specific how the portion of instruction delivered by distance education meets:
 	
    (a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and
    (b) Requirements of the Americans with Disabilities Ace (42 U.S.C § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C § 749d)
 	
The addendum shall be separately approved according to the district's' adopted curriculum approval procedures.
	All online and hybrid courses need to be approved by the Curriculum Committee via a separate approval process. This requires filing a Distance Education course modification in CurricUNET detailing how the course will meet Federal, State, WASC and MC quality standards, specifically requirements for **regular effective contact** and **accessibility**.

Section 55208: Faculty Selection & Workload

Policy Guidelines	What this means at Mendocino College
(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time. (b) Instructors of distance education shall be prepared to teach in a distance education	All faculty teaching distance education courses need to be trained in best practices for online and hybrid instruction. This means that faculty new to distance education need to complete all the requirements for Online or Hybrid Instructor Training. Enrollment Management Guideline specify the number of students in any given distance education course.
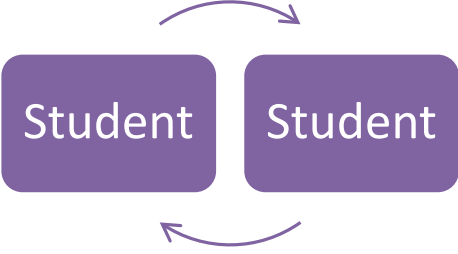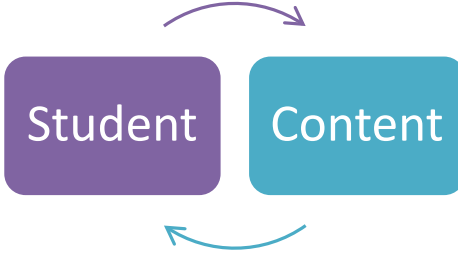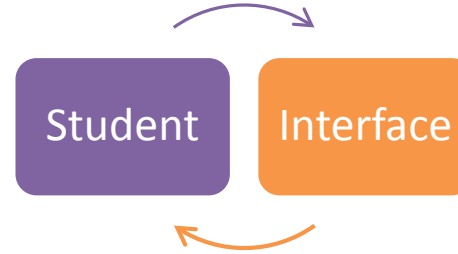
delivery method consistent with local district policies and negotiated agreements. (c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1). (d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.	

Regular Effective Contact in Detail

Establishing and maintaining regular effective contact is an important aspect of delivering an online and hybrid course. It is not only a Title 5 requirement, but is also a necessary practice that encourages and facilitates student-centered instruction and improves student learning outcomes.

Types of Regular Effective Contact

Instructor   Student

Instructor – Student Examples:

- Course announcements
- Messaging via the LMS
- Personalized feedback
- Discussion boards
- Chat/IM
- Videoconferencing/ConferZoom
- Phone/voicemail

Student ⇄ Student	**Student – Student Examples:** • Messaging via the LMS • Discussion boards • Chat/IM • Collaborative projects: group blogs, wikis
Student ⇄ Content	**Student – Content Examples:** • Modules in the LMS • Lectures (recorded/streaming) • Podcasts/webinars/screencasts • Videoconferencing/CCC Confer • Discussion boards
Student ⇄ Interface	**Student – Interface Examples:** • Computer hardware • Internet browsers • Software applications • Modules on the LMS • Discussion boards

Guidelines for Regular Effective Contact

The following are examples of how to implement regular effective contact:

Initiated Interactions	• Include means for all types of interaction in the course design. • Utilize appropriate media for accessibility. • Design daily or weekly assignments and projects that promote collaboration among students. • Model course netiquette at the beginning of the semester with instructor-guided introductions. • Pose questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants. • Monitor content activity to ensure that students participate fully and discussions remain on topic. • Create a specific forum for questions regarding course assignments. • Ask students for feedback about the course on a regular basis and revise content as needed.

Frequency and Timeliness of Interactions	• Establish guidelines for frequency of contact that are the same as in the face-to-face classroom. • Make known response time for student questions/inquiries and assignment feedback (e.g. 1-2 business days). • Maintain an active daily presence, particularly during the beginning weeks of a course. • Give frequent and substantive feedback throughout the course.
Expectations for Interactions	• Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus. • Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus. • Outline and explain netiquette in initial course documents. • Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course.
Absences from Interactions	• Inform students and Instruction Office immediately should an illness, family emergency or other unexpected event prevent continuing regular effective contact for a prolonged period of time. • Let students know when instructor-initiated regular effective contact will continue.

CVC-OEI Online Course Design Rubric

The California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric contains the online course design standards developed and adopted by the CVC-OEI. The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations. View or download the current Rubric at https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/.

Mendocino College supports the use of the Course Design Rubric and encourages faculty to use the Rubric as a template for building a quality online course that will support student success and retention.

Course Design

Design Fundamentals

Best practices for online course design are similar to those in the face-to-face classroom. Building upon the Principles of Online Learning, the goal for any course developer is to create opportunities that not only provide students with access to course materials but also foster interactions with both the content and other students in ways that stimulate higher-order thinking processes.

Basic Principles for Course Design	• Learning is an active process and takes place when students are engaged with the materials in a meaningful way. • Students have learning style preference(s) – visual, auditory, kinesthetic – that impact how they process information. Online materials and activities should reflect a balance of different modalities to accommodate these styles. • Students bring their own experiences and background knowledge (schema) to the course. Course activities should provide ways to activate students' schema about a topic and use that information to scaffold (build) upon their knowledge. • Students learn best when called upon to integrate course materials in a way that has real-world applications.

Bloom's Taxonomy

Bloom's Taxonomy is a classification of learning which is useful in understanding the different processes — cognitive, affective and psycho-motor — that students employ to learn. Even though all skill sets are important for online course development, the cognitive domain provides a useful rubric for the fundamentals of course design.

The diagram represents a revised model of Bloom's Taxonomy where the point of the pyramid begins with the lower-order skill, **remembering**. Higher-order skills are not listed in a hierarchy but are rather seen as parallel cognitive processes.

In many traditional classrooms, for example, students are often called upon to simply memorize facts and data and recite them in some form such as objective (true-false, multiple-choice, fill-in) tests. Such 'lower-order' skills can have a place in the classroom but, if used in conjunction with 'higher-order' skills will provide greater opportunities for learning than if used in isolation. An example of this would be if a true-false 'test' is given at the beginning of a unit for students to assess their knowledge of a new topic and their results then used as a prompt for a goal-setting/reflection of what they would like to learn.

Using Bloom's Taxonomy

Although course design involves a complex combination of pedagogical materials and activities, Bloom's Taxonomy provides a straightforward way to frame language for classroom activities. It is important to keep in mind that even though the concepts are linear in the taxonomy, there is often overlap between skills. An activity or project that might be in the creating domain, for example, can also include skills such as analyzing, applying and remembering.

The following chart describes each skill in greater detail giving sample language that can be used to scaffold and construct activities for the classroom, as well as examples of student-centered activities that can be used in distance education.

Skill	Definition	Sample Language Prompts	Sample Activities
Remembering	Students **recollect** information they have received.	List, define, describe, identify, match, label	• Create outlines/bulleted lists/charts • Bookmarking • Brainstorming (using mind-maps or other graphic organizers)
Understanding	Students **explain** information and concepts.	Explain, paraphrase, summarize, interpret, give an example of	• Engaging in discussion, blog, FlipGrid, or wiki summaries of content • Creating paraphrases or abstracts based on content • Creating and posting quiz questions for other students
Applying	Students **utilize** new information.	Apply, construct, predict, solve, use	• Generating survey questions • Generating survey questions • Asking interview or survey questions • Creating projects (e.g. marketing project, presentations) • Creating a blog post/wiki entry • Doing problem sets

Analyzing	Students **break-down, examine and infer** meaning from new information.	Distinguish, compare/contrast, examine, deconstruct, identify, infer	• Creating Venn Diagrams • Analyzing charts, graphs, case studies • Researching sources for term papers • Commenting on discussion, VoiceThread or blog posts
Evaluating	Students **assess** their opinions of and reactions to content.	Compare, evaluate, interpret, defend, support, explain, justify	• Writing persuasive essays • Creating critiques/critical reviews • Debating/discussing via forums or chat • Commenting on discussions, VoiceThread or blog posts • Completing self or peer reviews
Creating	Students **construct** something new using fundamental principles from course materials.	Combine, create, construct, devise, design, compose, explain, compile	• Creating how-to manuals, podcasts, webinars, collaborative wikis, multimedia presentations • Doing simulations • Designing a new approach to a problem • Doing project-based tasks (creating presentations, survey projects, portfolios, capstone projects)

To learn more about best practices in course design, the @One Project offers a course, Introduction to Course Design at https://onlinenetworkofeducators.org/course-cards/introduction-to-course-design/

Course Assessment

Assessment Fundamentals

Integrating various methods of assessment into the course design is essential to help students meet learning outcomes.

Assessments should:

- Be aligned with student learning outcomes.
- Connect assessment of SLOs to use results in program improvement.
- Be integrated into the course design.
- Include both formative and summative elements.
- Evaluate higher-order as well as lower-order skills.

Formative & Summative Assessment

Assessments are used at the end of a learning unit to measure the knowledge students have gained.

Traditionally, assessment mechanisms have taken the form of high-stakes objective-based tests and quizzes (multiple-choice, true-false, fill-in, short answer). Truly understanding how much a student is learning in the distance education environment, however, means incorporating authentic assessments aimed at evaluating not just students' knowledge, but also how well they are able to apply that knowledge to real-world tasks that require higher-order cognitive skills.

When creating assessments for a course, it is helpful to think of the two major types of assessments, **formative and summative**.

Formative Assessment

New Content/Concepts → Discussion Post → Feedback from other students and instructor → Deeper understanding of content → (cycle back to New Content/Concepts)
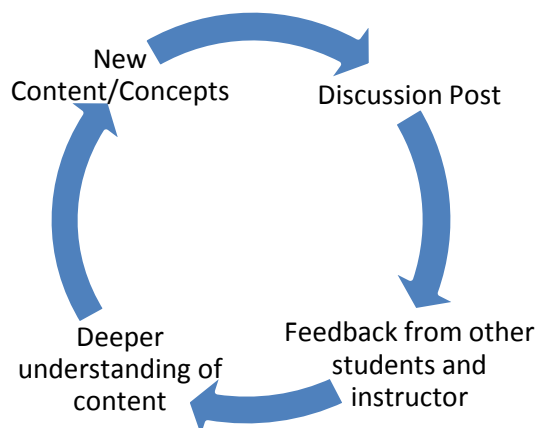
Assessment that is carried out in order to form a picture of the learning process. Formative assessments are ongoing and can be used by both the student and instructor to gather information about how well the course is meeting the needs of the students. With formative assessments student participation plays an active role, as feedback is used to develop and set goals to further student learning outcomes.

Discussion posts and journals are examples of this type of assessment.

Summative Assessment
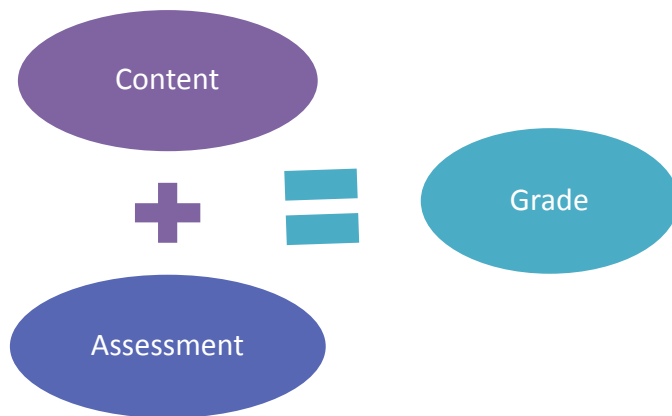
Assessment that is used to measure what students have learned/mastered
Summative assessments involve assigning a grade and are generally the most common form of assessment in the traditional classroom environment.

End of the unit tests and term papers are examples of this type of assessment.

Integrating Assessment Types

Final Paper (graded)
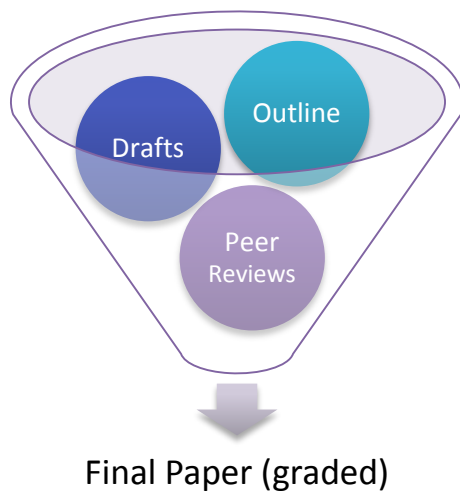
It might seem that formative and summative assessments are mutually exclusive. However, when assessment is a cohesive part of the course design, there is often a **balance** of both assessment types. When formative assessments are used in conjunction with summative assessments, they will provide a more complete portrait of student learning. This is also known as **continuous assessment**.

For example, instructor feedback on term paper outlines and drafts and peer reviews can be used by a student for a final draft that receives a letter grade. In this **process-oriented approach** to assessment, both the instructor and student adjust their teaching and learning during the first part of the project, resulting in a final product that receives a grade.

Authentic Assessment & Course Design

When incorporating formative and authentic assessments into course design, assessment shifts from the evaluation of knowledge through an isolated testing event to a measure of the performance (known as performance-based assessment) of how much students are learning. Assessment is no longer linked to a single grade on a midterm or final, but rather is seen as integral to course design, and determines what instructors need to do to adjust their teaching in order to meet student learning outcomes.

Incorporating Authentic Assessment

Many of the sample tasks listed in the table describing Bloom's Taxonomy can be used as formative assessments for projects that are formally evaluated. The diagram below illustrates the difference between the use of traditional assessments focusing on lower-order skills such as **remembering** and **understanding** and the use of authentic, performance-based assessments focusing on higher-order skills such as **analyzing** and **evaluating** for an assessment at the end of a textbook chapter.

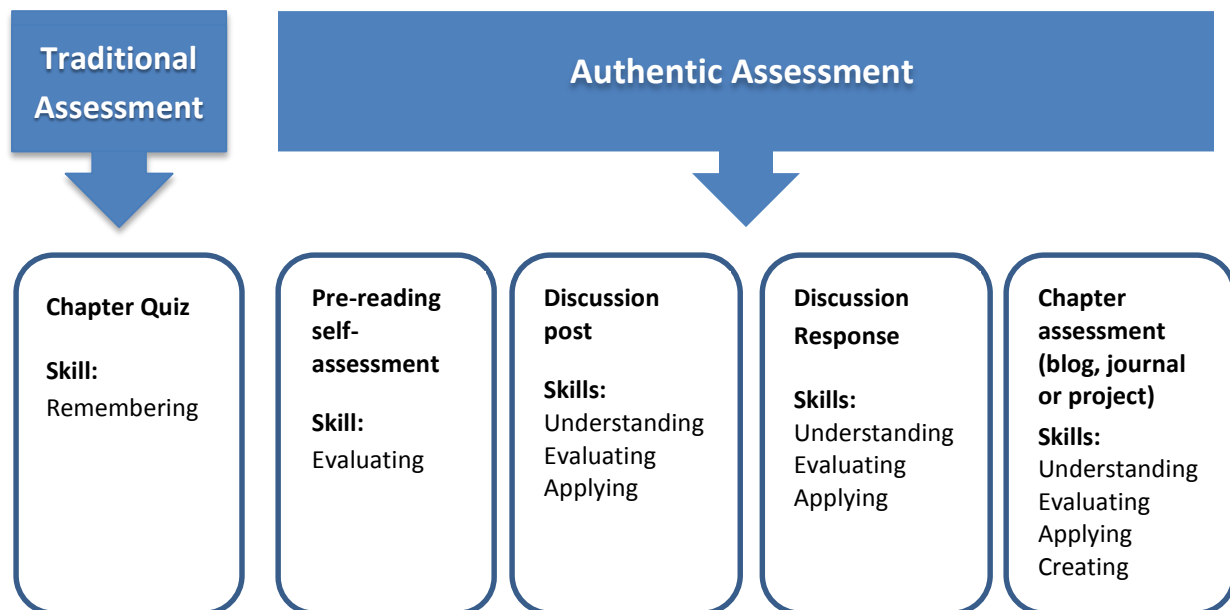| **Traditional Assessment**	**Authentic Assessment**			
Chapter Quiz **Skill:** Remembering	**Pre-reading self-assessment** **Skill:** Evaluating	**Discussion post** **Skills:** Understanding Evaluating Applying	**Discussion Response** **Skills:** Understanding Evaluating Applying	**Chapter assessment (blog, journal or project)** **Skills:** Understanding Evaluating Applying Creating

Because assessment in the traditional classroom is often limited to one quiz or test that demonstrates recall (and/or perhaps just guessing) of information, instructors have less information available to them to assess student learning. When using authentic assessments, however, instructors have more documentation and are therefore able to gain deeper insight about a student's actual comprehension of the content.

The same holds true for midterm and final projects where, instead of having a single high-stakes exam, assessment can be based on a longer term project. Each step of the assessment task is integrated into the course and completed incrementally over a period of time. In this way students have the benefit of instructor feedback early on in a project and can then adjust their work as needed.

This means that students are not only evaluated on how well they do on the final project, but also on their ability to incorporate instructor (and perhaps peer) feedback into their end product. **Performance then becomes a process linked to learning outcomes as opposed to a recitation of content.**

Evaluating Authentic Assessment

Objective tests focus on discrete items where one thing at a time is tested in isolation. Using authentic assessments, however, means that instructors need to approach evaluation differently. Instead of looking for a specific answer to a question, the entire student work is assessed holistically based on a set of criteria relevant to the project. This is done through the use of rubrics.

Rubrics

Rubrics are tools that outline the quality standards for student success in an assessment. Descriptions in a rubric are directly linked to the learning objectives of a particular assignment or project. When these benchmarks are used and given to students prior to turning in their assignments, students know what is expected of them. This gives students more opportunities to reflect on and revise their work and ultimately more control, or autonomy, over their own learning.

Benefits of Rubrics

Rubrics:
- more closely align assessments with student learning outcomes.
- clearly communicate course and instructor expectations.
- assess a wider range of skills and performances.
- give students greater autonomy in their learning.
- evaluate both the process and the product of a student work.

Types of Rubrics

There are two main types of rubrics used in higher education – analytic and holistic. While each type of rubric has advantages and disadvantages, in distance education, analytic rubrics are used most often because of the amount of detailed feedback they provide students.

Analytic Rubrics	Holistic Rubrics
• Criteria for success are listed separately. • Provide more detailed feedback about performance. • Focus on criteria for success. • Take more time to create (at first). • Are used to evaluate authentic assessments.	• Criteria for success are all listed together. • Provide general information about performance • Focus on a scale of performance. • Take less time to create. • Are often used to evaluate general proficiency.

This shows an example of an analytic and holistic rubric from DePaul University.

Creating Rubrics

Step 1 { List **assignment objectives** }

Step 2 { Develop **quality work criteria** for each objective }

Step 3 { Determine **performance benchmarks** & **point values** }

Step 4 { Write **benchmark descriptors** for **quality work criteria** }

Numerous resources exist for creating and modifying rubrics for distance education courses. Many websites, such as RubiStar, have rubrics which can be modified to meet individual course needs. For more detailed information about how to create rubrics, check out the CREATING RUBRICS PDF.

Course Materials

In the face-to-face classroom it is common to use publisher-created textbooks and course content. This type of content still exists in distance education in the form of ePacks (also known as Course Cartridges).

There are, however, many different options for adopting, adapting and creating multimedia course content for the online environment that provide affordable alternatives to traditional textbooks. In addition to the various instructional technology tools that can be used to create original course content, there are also many openly licensed eTextbooks, eBooks and CourseWare, known as Open Educational Resources (OER).

e-Packs

e-Packs (sometimes also referred to as Course Cartridges) are prebuilt courses created by publishers for use in distance education courses. e-Packs are different from companion websites for textbooks or eBooks (or eTextbooks). Companion websites provide supplemental materials to a textbook; eBooks are texts that have been converted to digital format. e-Packs are entire publisher-developed courses that can often be loaded directly into the LMS.

e-Pack Considerations

At first it might seem that using e-Packs is beneficial, since having content that is already created can reduce the amount of time it takes to develop course content and activities. e-Pack content directly matches that in the textbook and is customizable (meaning that instructors can choose the order and content they wish to the textbook and is customizable. There is a lot of engaging and well-developed content available.

However, when considering an e-Pack for a course, it is important to understand there are some issues with e-Packs that may outweigh the benefits. Before adopting an e-Pack for a course, **it is necessary to make certain that the e-Pack addresses the following criteria for best practices in online education and compliance.**

Legal	Title 5 regulations ([Section 59402](#)) specify that students in distance education courses must be able to use electronic materials in the same way as they would face-to-face textbook materials. This means that students should be able to download, save or print materials not only during the course but after it as well. Any e-Pack that does not allow students to save materials is in violation of Title 5 regulations.
Financial	In addition to tuition and what students have to pay for textbooks, publisher e-Packs charge additional fees for course access codes. • e-Pack codes cost anywhere from $15-$100+ per course. • How and where to purchase e-Pack codes is not always clear (online, bookstore, bundled with the textbook). When publishers require students to buy codes

	online it may be a violation of student privacy rights, because it requires students to log in and use a credit card on a third party website. • Students who buy used texts may still have to pay full price for an e-Pack code. • Often the cost of the code is not refundable, creating an additional financial burden for students who drop the class.
Accessibility	Because e-Packs are created by a range of publishers, there is no guarantee that the materials will be accessible to students with disabilities. Generally eBooks that come with a course are compliant, but the added content (flashcards, etc.) may not be. For some students, assistive technology and support may be available, but it may require students to log on to third party websites, which can violate student privacy laws. **Each individual e-Pack must be evaluated for accessibility prior to adoption**.
Copyright	e-Packs are publisher-created and copyrighted material. Instructors can tailor the content to meet their needs. Any page that has publisher information on it must have the appropriate copyright information. Instructors can insert notes and comments onto copyrighted pages. For most e-Pack publishers, content generated by instructors remains the intellectual property of the instructor. However, it is best to check with the individual publisher to ensure that this is their policy.
Privacy	All e-Packs must follow federal guidelines for student privacy, otherwise known as [FERPA compliance](#). Publisher e-Packs are not always FERPA compliant. • e-Packs are sometimes hosted on third-party websites, meaning that students have to leave the LMS order to access information or contribute to the course. • If there is a chance that student educational record data – grade, comments, roster information – is stored on a website outside the LMS, this could violate FERPA guidelines. Students cannot be required to use a site that requires them to reveal any information other than directory data. In addition, if students are required to use a third-party publisher site, they will need to be issued aliases if that website is not FERPA compliant.

Pedagogical	There are numerous concerns with e-Packs and best practices in online instruction.
	• e-Packs are created by the publisher, and as such, may not meet the quality standards for the Course of Record. • Even though e-Packs are customizable, there is not as much flexibility about how the content is presented than there is in instructor-developed courses. • Differences between the e-Pack material (tone, type of content, organization) and what the instructor creates may be confusing for students. • Presentation of material and assessments in e-Packs often do not encourage collaborative, student-centered or critical thinking activities. • It is not always clear to students how to access and use content, particularly if they have to register at third party websites. Students may be so overwhelmed by dealing with different content delivery systems that the course quality suffers.
Technical	There are a number of technical issues with e-Packs.
	• There is limited on-campus tech support for e-Packs. Most technical issues need to either be dealt with by the instructor or go through the publisher. This shifts the focus of instructor from content delivery to tech support. • Instructors need to make certain they have the right version of the content. With each new textbook edition, faculty need to double-check that they have an updated version of the e-Pack. • It can take up to 2 weeks to acquire and load e-Pack content onto the LMS. • Moving content to new courses can sometimes present problems depending on what course section the e-Pack content is linked to.

In cases where e-Packs are being considered for course content, faculty should work with the Distance Education Committee prior to adoption to ensure that the e-Pack meets all the necessary requirements.

Instructional Technology

The Canvas LMS has many tools – like DISCUSSIONS, ASSIGNMENTS, QUIZZES, MODULES, and CHAT— that can be used to design and deliver online /hybrid courses. There are also additional tools available for developing content, creating community and enriching students' learning experiences.

Instructional technology is always developing, and (particularly with the Millennial Generation), it is important when teaching online to recognize the positive effect incorporating a range of tools can have on student learning outcomes, motivation and retention (Hai-Jew).

> New generations of online learners have learned to expect regular rollouts of newer, better, and faster levels of technological expertise. What is innovative and new in a curriculum today becomes simply the baseline expectation of new generations of learners. Everyday exposure to sophisticated production values in multimedia applications creates expectations among

students that online courses will have similar production values; anything less can draw negative responses about the course as a whole.

These relatively new technologies enable students to represent ideas in different formats, which enhance their deep learning along both visual/spatial and auditory/verbal information channels. Material that originated in digital form can be readily deployed in online immersive sites or on different platforms.

For more information about instructional technology resources for online learning, please contact the Distance Education Coordinator.

Course Scheduling & Delivery

Schedule of Classes

In addition to assigning faculty trained in online instruction to distance education course sections, it is also necessary to use a standardized footnote to describe online or hybrid courses.

Standardized Footnotes

- Demonstrate MC's compliance with Federal, state and WASC guidelines for online instruction.
- Establish a comprehensive college-wide protocol for logging in to all distance education course sections.
- Make it easier for students to understand what is required of them to login and complete their initial Course Check-In.

Title IV Considerations & Footnotes

Recent Federal and WASC guidelines to prevent financial aid fraud mean that initial student logins to distance education courses no longer count as student participation. Several online programs in the community college system have recently been targeted by financial aid fraud schemes in which a 'student' registers for an online course, logs in, and then drops the course after financial aid funds have been dispersed.

A letter sent in October 2011 by the Department of Education calls upon post-secondary distance education programs to put more stringent measures into place to make certain that students are not just enrolled in courses, but also actively participate:

> …institutions [need] to take steps necessary to ensure that students are academically engaged prior to disbursing Title IV student aid funds. If students do not begin attendance, Title IV funds must be returned (34 CFR 668.21(a))(Runcie & Ocha).

Because of these new legal requirements, schedule information for fully online courses at MC need to be explicit about:

The Course Check-In	If students do not complete a documented assignment within 72 hours of the first day the course begins or within 48 hours after having been added and granted access to the course, they may be dropped from the class.
Course Communication	Communication with instructors must originate from within the LMS (InBox email, Assignments, or Quizzes). Instructors cannot require students to contact them via their personal email. This is so that MC can provide documentable evidence of regular effective contact and student participation in learning activities, such as a posting in the discussion forum, a syllabus quiz or other form of self-assessment.

Schedule information for **hybrid courses** at MC need to be explicit about:

On-campus Course Meetings	**Hybrid footnotes must include the meeting time and place of an on campus orientation and that students may be dropped if they do not attend the first class session.** Footnotes must also include information about additional on-campus meetings and **cannot include TBA if there are any on-ground meetings** during the semester.

Standard Online Footnote

ONLN ONLINE, NET
Section #### is an online course. Log in the first day of class (mm/dd). Consult the web page for log on instructions and additional information: [Distance Education]

Standard Hybrid Footnote

ONLN ONLINE, NET
Section #### is an online course with MANDATORY ON-GROUND MEETINGS. Meeting dates: Day, time, room and specific dates. Log in the first day of class (mm/dd). Consult the web page for log on instructions and additional information: [Distance Education]

Course Orientation Information

All distance education courses are listed on the Distance Education website by semester. Every class should provide the following information to the Distance Education Coordinator as part of the orientation for students.

- Semester/Year Course Title (# of units)
- Section #   Begins   Ends
- Course Description: Please copy from course outline
- Instructor:
- Email:
  Textbook Information:
- Estimated Time per Week: Students can expect to spend approximately # to ## hours per week reading, writing, and taking quizzes and participating in online class discussions.
- Special Requirements: Log into Canvas the first day of class.
- Assignments & Tests:
- Additional Comments: The entire course will be conducted online through Canvas. Students are required to have Internet access, an active email account, the ability to use word processing, conduct Internet searches, attach files, send emails, and work independently.

Welcome Letter and Online Syllabus

Welcome Letter	Syllabus
• Informal tone • Briefly introduces the course • Describes first week • Tells how to login to the LMS	• Formal tone • Details course learning objectives • Describes the entire semester • Is posted on the LMS

Letter from Admissions and Records

One week prior to the start of a term, Admissions and Records will send an Introduction and Welcome Letter to all online students. The letter will include:

- Link to a self-assessment of readiness for online learning
- The direct link to the LMS
- Link to the LMS Frequently Asked Questions page and System Requirements page
- Directions for logging into the LMS
- Link to the college bookstore
- Information on college Disability Resource Center
- Help Desk contact information

Welcome Letter from Course Instructor

In the face-to-face classroom a large part of the first class meeting is spent introducing the course, going over the syllabus, getting to know the students and answering any questions that arise about the course content or assignments.

Since students do not have this type of contact with the instructor or with other students in fully online classes and limited face-to-face contact in hybrid classes, they may often feel isolated and uncertain of what they need to do. In order to establish rapport with the students and to incorporate general best practices for distance education, instructors should introduce the course and login information with a welcome letter before the course begins.

- Helps students unfamiliar with the distance education environment understand course expectations.
- Tells students how and where to login.
- Reminds students where to go for technical help and support.
- Establishes rapport and promotes regular effective contact with the students early on.

Welcome Letter in Detail

Welcome letters should include:

Basic Course Information	• Course name, section number • Course dates • Instructor name/information • Contact information: phone number & email
Type of Course	• Fully online or hybrid – for hybrid, place and date of first meeting.

Important information for the first week	• Required textbook(s)
	• Login information/link
	   o Canvas URL Login instructions
	   o Canvas support link
	• Getting started/orientation links/course Check-In
	• Syllabus location

Preferred method of contact	• Where & how to post/email questions • Format of contact

The online syllabus

The online syllabus differs from its face-to-face counterpart. It still follows the main structure of the traditional syllabus, but, because it is the main source of information about the course, it needs to include a greater amount of detail.

- Gives students information about the course assignments and texts.
- Provides a map for the course on the Learning Management System.
- Sets up guidelines for class participation and grading criteria.
- Explains the course schedule in detail.

Syllabus in Detail

The online syllabus should include three main elements: the contract, map, and schedule.

The **Course Contract** is the core of the online syllabus, providing students with information about academic policies and expectations. In short, everything they need to know so that they can access the course content, understand course policies, and complete assignments.

The **Course Summary** helps students view all graded work sorted by deadlines. This is located from the Syllabus link and is directly below the course syllabus to guide students through the course content.

The **Course Schedule** in an online syllabus is similar to a face-to-face syllabus. It includes a description of

weekly lessons, readings, activities, discussions, projects and assessments. Because there is so much additional information in an online syllabus it is also particularly helpful to call special attention to **Important Dates** in the semester. It is also useful to give students a **general weekly timeline** for when lessons are released and activities, discussions and assessments are due.

Course Contract	Course Map	Course Schedule

• Course information
• Course description
• Course Student Learning Outcomes
• Course requirements
• Course communication
• Course participation policy
• Course assignments
• Grading criteria
• Other course policies
   ○ Academic honesty/ student conduct
   ○ Add/Drop
   ○ Late work
• Accessibility statement & resources
• Additional resources
• Tech support
• Student resources
• Distance Education website
	• Where to find:
	   ○ Lectures
	   ○ Assignments
	   ○ Formal & informal discussions
	   ○ Additional resources
	• Where & how to post:
	   ○ Assignments
	   ○ Formal & informal discussions
	   ○ Course questions
		• Important course dates
		• Weekly schedule
		   ○ Reading/lecture dates
		   ○ Quiz dates
		   ○ Discussion/chat dates
		   ○ Other assignment dates

Online Welcome Letter & Course Syllabus Templates

See the http://www.mendocino.edu/distanceeducation/faculty_support.html page for templates and examples for a Welcome Letter and Online/Hybrid Course Syllabus.

Accessibility, Privacy & Copyright

Accessibility (504 & 508 Compliance)

Sections 504 & 508 of the [Federal Electronic and Information Technology Accessibility and Compliance Act](#) guarantee equal access to programs and services for everyone in institutions receiving Federal funding. California also has its own set of requirements for accessibility. What this means is that prior to course approval and implementation, **all courses must be designed keeping in mind those students who have special needs and require assistive technology**.

Understanding Accessibility

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means instructors should think about using the principle of **Universal Design**, which is, creating course materials that accommodate the needs, learning styles and strategies of as many students as possible regardless of their ability.

Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students may require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modifications for images or captioning for the hearing-impaired.

Creating courses keeping Universal Design principles in mind will also benefit students with a range of learning styles and preferences as well.

This video, [DO-IT Video: Real Connections: Making Distance Learning ...](#) from the DO-IT Center at the University of Washington, gives an overview of some of the issues disabled students face and general guidelines for making courses accessible.

Creating Accessible Course Content, a 4-week course recommended for current and new online and hybrid instructors is available through the [@One Project](#). Appendix B provides a one page checklist to assist you in building/maintaining an accessible course.

For more information about how to make courses accessible see the [@One courses](#) listed under Self-Paced Online Courses, contact the Distance Education Coordinator (707.467.1024) or [Disability Resource Center](#) (DRC) (707.468.3031).

Differences between 504 & 508 Compliance

Section 504 specifies that institutions receiving federal funding have to accommodate individuals with special needs so that they can have equal access to learning facilities and materials. 504 compliance begins with the individual approaching the institution (at MC, this is through DRC) and requesting specific assistance.

Section 508 specifies that institutions have the responsibility to provide resources that are accessible to everyone. Electronic resources need to follow principles of universal design, meaning that the creation of websites, online materials, and online courses have to be developed with the objective of meeting the needs of everyone.

The following chart summarizes the differences between 504 & 508 compliance:

Section 504	Section 508
Guarantees accommodations for an individual	Guarantees access for all
Is handled by specific departments such as DRC	Is the responsibility of everyone on campus
Finds workable solutions as the need arises	Creates workable solutions that are built-in to the system
Is used when 508 compliant materials still do not meet an individual's needs	Is the starting point for accessibility

Table based on: Fiori and Glapa-Grossklag

Federal and State Guidelines

Federal Guidelines for Accessibility:
 	
• All applications should have accessibility features activated.
• Assistive technology (captioning, TDDs) should be able to track interface elements.
• All programs used should have keyboard-activated functionality.
• Users should be able to modify display elements and style sheets as needed.
• Images should:
  ○ Have text tags.
  ○ Have a description of the image that matches any function it may have.
  ○ Have a non-animated means of identification, if animated.
  ○ Have a frequency that is between 2 – 55 Hz, if animated.
• Text should be used:
  ○ To highlight information that relies on color-coding for emphasis.
  ○ To identify frames in webpages.
  ○ To label headings in data tables.
	State Requirements that apply to distance education:
	
	• Students should be able to use their preferred means of assistive technology.
	• The frequency, amount, and quality of communication with students should be equal, regardless of their disability.
	• Course materials should be updated following guidelines for regular effective contact.
	• Course materials and resources should incorporate accessibility guidelines internally, that is, within their framework, thereby reducing the need for outside assistance for students with disabilities.

• Narration and captioning alternatives for videos and PowerPoint Presentations should be in sync with materials. • All elements in electronic forms should be easily identified by assistive technology and should not be subject to time constraints. • Links to plugins and special software should be provided. • Users should have a way to avoid recurring navigation links.	

Captioning Guidelines

The following are guidelines for when to caption video and audio materials:

Caption	• Material that that will be archived or used in additional courses that has both video and audio. • Any compilation of video clips that is archived. • Archived video material that is used in the classroom. • Video created by the campus and placed on a public website.
Don't Caption (transcript/captioning only required as an accommodation)	• Video and audio material that is used for one term in a class with restricted access (such as a password-protected class). • Links to YouTube videos (permission may be needed to caption since these materials are not public domain). • Short video clips from longer works (captioning only needed when clips are compiled). • Video material that already has foreign language subtitles. • Student work or raw footage that will not be archived.
Use Transcript	• Any material that is audio only and is archived.

Table from: High Tech Center Training Unit

Captioning Assistance

There is a grant program that provides additional resources to MC faculty for captioning video materials the Distance Education Captioning and Transcription (DECT) Grant.

Other Considerations

In addition to the material in the LMS, instructors also need to ensure that online third-party resources (websites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content, known as e-Packs. Some e-Pack materials may not include alt tags or other accessibility options. Before considering an e-Pack for a course it is important to find out if instructors can alter the course content to make it accessible.

Student Privacy (FERPA Compliance)

The Family Educational Rights and Privacy Act (FERPA) provides guidelines for access to and release of student education records. Any student at a post-secondary institution, even those who are not yet 18 years of age, has the right to:

- Check their student records.
- Request amendments/corrections to their records.
- Opt out of disclosing **directory information**.
- Maintain privacy through the use of an alias in the case of distance education.

Student FERPA rights begin the first time a student is enrolled in and attends class. Only those with a **legitimate educational interest** that is, school officials, accrediting organizations or law enforcement agencies who require student information in their official capacity, may access student records without a student's signed and written consent.

FERPA @ Mendocino College

Educational Records at MC can only be released with student consent or for legitimate educational interests. Directory Information is available unless students decide to keep them confidential.

MC defines **Educational Records** as the following:

- Admission Records (eg. Student ID, Social Security Number)
- Career/Job Placement Records
- Scholarship Information
- Financial Aid Information
- Academic/Division Records (eg. Grades, Course Schedules, Rosters)
- Disciplinary Records

MC defines **Directory Information** as the following:

- Name
- Place and of birth
- Major
- Participation in activities and sports
- Weight and height of athletic team members

- Dates of Enrollment
- Degrees and awards received
- Most recent school attended

FERPA & Distance Education

Policy Guidelines	What this means at MC
§ 99.3 A "student" is defined as an individual who is or has been "in attendance" at an educational agency information or institution and regarding whom the agency or becomes student record. Since this was before the institution maintains education records. The final widespread use of computers and the internet, this has regulations add other situations in which students wide-ranging implications for any form of learning "attend" classes but are not physically present, which utilizes electronic delivery methods. Electronic including attendance by videoconference, satellite, information, therefore, refers not only to Internet, or other electronic information and computerized educational records but also to email telecommunications technologies. This change will communication, comments in discussion boards, ensure that individuals who receive instruction student projects uploaded to a website, etc. This through distance learning and other contemporary makes it necessary to consider how course structure modalities are covered as "students" and, therefore, and materials will affect online learning with regard to that their records are protected under FERPA (US FERPA. Department of Education).	When FERPA privacy guidelines were created in 1974, they stated that **any electronic information** becomes student record. Since this was before the widespread use of computers and the internet, this has wide-ranging implications for any form of learning which utilizes electronic delivery methods. **Electronic information**, therefore, refers not only to computerized educational records but also to **email communication, comments in discussion boards, student projects uploaded to a website, etc**. This makes it necessary to consider how course structure and materials will affect online learning with regard to FERPA. FERPA regulations also refer to college assistants or student helpers. Any person who is not the Instructor of Record **cannot** have access to student records. Instructors may share notes with assistants, but not the educational records themselves. For faculty/course evaluations, evaluators are given access privileges that do not include viewing student grades within the LMS.

FERPA & e-Packs

Prebuilt publisher electronic course material, known as e-Packs, present several issues in terms of student privacy. Because some e-Packs direct students to third party websites, it is important to verify that the website complies with FERPA guidelines. For more information about student privacy and e-Packs, please refer to the section in this manual about Privacy Concerns for ePacks.

In cases where e-Packs are being considered for course content, faculty should contact the Distance Education Committee to make certain that the course meets FERPA requirements.

FERPA & the Internet

Since many websites may require written input of some sort (email registration, comments, etc.) it is important to understand how different activities on the internet may affect FERPA Compliance.

FERPA Compliant	Only FERPA compliant if just directory information required	Most likely not FERPA compliant*
- Internet research, information retrieval - Surveys, tests, quizzes, problem sets that do not require login information - Publisher websites that do not require login information	- Internet research, information retrieval that requires login information - Voluntary surveys, tests, quizzes, problem sets that require login information - Publisher websites that do not store grades but require login information	- Social media sites - Blog or wiki creation outside the LMS Mandatory surveys, tests, quizzes, problem sets that require login information - Publisher websites that store grades

*Third party websites that require or store any information that may compromise student privacy (grades, student ID numbers, etc.) are not FERPA compliant. To conceal student identities, aliases may be used. Before entering into an agreement with a third party vendor (such as a publisher), contact the Distance Education Coordinator to ensure the site complies with FERPA guidelines.

Table based on: Auburn University

FERPA & Canvas

Only instructors of record and enrolled students should have access to individual courses in Canvas.

Because Canvas is offered through Mendocino College, activities conducted within the LMS will be FERPA compliant.

Even so, it is necessary to consider the following:

- For students who opt to keep their settings private, accommodations should be made so that

those students can either post to discussion boards anonymously or send private emails to the instructors.

- Guest access should never be allowed to individuals outside the course.
- Rosters and grade information should be accessible only to the instructor.

Copyright

Distance Education courses follow the AP 311.1 Computer Use Administrative Procedure.

Since copyright laws for the workplace and teaching environments can be quite complex, please refer to the following tutorial for more information on copyright concerns.

Accreditation

WASC 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 (ACCJC, 2018).

WASC Accreditation Policies & Concerns

The **Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC)** oversees accreditation at MC. Since distance education courses alter many aspects of traditional course delivery and design, it is necessary to be aware of and understand the aspects of WASC accreditation policies and requirements as they pertain to teaching at MC.

WASC Policy

Policy Guidelines	What this means at Mendocino College
ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites (ACCJC, 2018).	Regardless of mode of delivery, all courses and programs should provide the same level of instruction. This means that face-to-face instruction and distance education courses need to have the same course quality standards and learning outcomes. Individual institutions can create their own methods of assessing the effectiveness of distance education courses, but those courses should still meet WASC accreditation requirements.

WASC Policy Elements

The following is a summary of WASC policy as it relates to distance education:

- All aspects of course design, delivery, and assessment for distance education courses should support the institution's overall mission. Oversight for this process is the institution's responsibility.
- Learning outcomes for distance education courses and programs should be clearly defined.
- Support and services should be provided to meet learning outcomes.
- Student outcomes should be measured through assessment and evaluation with provisions for ongoing assessment.
- Institutions should have procedures to verify student authentication and participation status. These procedures should also protect the privacy of each student.

Additional WASC Accreditation Concerns

The following is a list of accreditation concerns that most directly affect course design and implementation:

- Distance education course standards should be the same as in face-to-face classrooms and the mode of course delivery should be appropriate for the course content.
- Distance education should be compared with corresponding traditional courses and programs in order to meet institutional learning outcomes and quality standards.
- Faculty should have:
  o Appropriate training.
  o Means for ongoing professional development.
  o Sufficient resources for technical and pedagogical support.
  o The same evaluation system as in the face-to-face classroom.
- Students should have:
  o Appropriate technical and pedagogical training in the course delivery method.
  o Expectations that distance education courses will provide the same level of instruction as face-to-face courses.
  o A clear idea about the technical skills needed for the course
  o The same level of interaction with and access to the instructor as in face-to-face courses.
  o The same access to support services as on-campus students.

ACCJC Definition of Correspondence Courses

Instructional material provided by mail or electronic transmission (including examinations) to students who are separated from the instructor Limited interaction between student and instructor and primarily initiated by students A course that is typically self-paced.   34 C.F.R. § 602.3 (Definitions)

Mendocino College does not offer correspondence courses.

Mendocino College Course Policies

MC is continually developing and enhancing its policies for distance education courses. Please refer back to this section of the handbook periodically for the most current information about how local policies and recommended best practices may affect online courses.

The following sections provide a summary of MC policies as well as suggestions about how to implement them in individual online and hybrid courses.

Attendance & Participation

All distance education courses currently follow the Mendocino College policies and practices for Attendance, Class Drops and Auditing courses.

MC's Attendance Policy

Policy Guidelines	What this means for distance education
• Students at Mendocino College are expected to attend every session of each class in which they are enrolled. • A student may be considered excessively absent from a class when the cumulative absences exceed the total number of hours the class meets during a week. Each instructor establishes his/her own attendance standards; the instructor must make the attendance standards known at the first class. • A student who stops attending but does not drop a class may receive a failing grade in that class.	• 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. • It is important that online and hybrid instructors should be very clear in their syllabus about what constitutes participation and late work

Individual Course Attendance & Participation Policy

Even more than in face-to-face courses, participation is a critical part of assessing learning outcomes. Each online or hybrid course syllabus should have a well-defined and detailed description of participation course policies that support the College's attendance policy.

All online course rosters will be available to instructors in Web Advisor before the first day the class begins. Roster information will be uploaded in the Canvas LMS 5 days before the start of the term.

Establishing ways to ensure participation	• Require a set number of course activities for each week. For example — a 3 unit course might require 2-3 activities each week on non-consecutive days.
	• Require a set number of discussion posts for each week. For example – a 3 unit course might require one discussion post and 2 comments to classmate's posts for every weekly module.
	   o In order to get full credit, provide examples and a rubric detailing what constitutes an adequate post or response.
	• Give weekly quizzes on course material.
	• Require timely completion of assignments.
	(Chronicle of Higher Education)
	   • Use Course Analytics in Canvas How do I view analytics for a student in a course?
	   • Review Student Interaction Report in Canvas How do I view my course interactions with an individual student?

Creating late work guidelines	• Make certain students are clear as to where and when (day, date, time & time zone) to post their work for each assignment.
	• Encourage students to check their grade book so that if they have submitted an assignment but it hasn't been received, students can be aware of what they are doing wrong before it becomes a recurring problem.
	• Decide whether or not late work will be accepted. Instructors may decide not to accept late work. If so, this must be stated in the course syllabus. If accepted consider the following:
	   o Specific final deadline for assignments.
	   o Specific point value deduction for late assignments (letter grade/percentage/points).
	   o Where students will post late work.
	• Be clear if late work will be accepted due to extenuating or 'legitimate circumstances'.

Drop Policy

Policy Guidelines	What this means for distance education
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	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

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 crucial that online instructors accurately report LDA for their students.	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 such as assignments, assessments, posting on discussion forums, etc. **Participation policies must be clarified in the online syllabus**.

MC's Drop Policy

All distance education courses currently follow the [Mendocino-Lake Community College District Policy for Attendance, Class Drops and Auditing](#).

Policy Guidelines	What this means for distance education
• Each instructor may drop all students who fail to attend the first meeting of a class if they have not made prior arrangements with that instructor, and may drop students who arrive late at the first meeting of a class or who fail to attend the second meeting if they have not made prior arrangements with that instructor. • Each instructor is required to drop all students who become nonparticipants by the census date. In a regular 16-week class the census date is usually Monday of the third week of class. (For all other courses, contact the Office of Admissions & Records.) • After the census date and before the final drop deadline for the class, each instructor has the option of dropping students who, in his or her judgment, become inactive in class. • Prior to the final drop deadline, a student may drop a class by submitting the approved form in Office of Admissions & Records or on-line registration system.	• The face-to-face policy of 'attending' the first class, particularly for students who are new to distance education may present a problem. There are often students who, either because they are unaware of the policies or overwhelmed by the technology, may login to the course but might not complete any of the assignments on the first day. • It is therefore important for online and hybrid instructors to create a **coherent** and **well-defined** course drop policy and to articulate this in the initial email and **welcome letter** sent to the students prior to the course start date as well as in the **online course syllabus**.

Individual Course Drop Policy

Establishing a drop policy	• Create a course **Check-In Procedure**, such as a discussion forum, a syllabus quiz, 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**. • State the **last day** for **Check-In** to occur. For example – the second or third day after the course begins. • Require students to complete **ALL** assignments in the first learning unit by the due date. • 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. 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.

Dropped Students in Canvas

As with face-to-face classes, all student drops go through Admissions & Records. After a student is dropped through the MC system, changes will appear in the LMS. Updates occur three times a day, 6:50am, 1:30pm, and 7:50pm.

Add Policy

All distance education courses currently follow the Mendocino-Lake Community College District Policy for Attendance, Class Drops and Auditing courses.

MC's Add Policy

Policy Guidelines	What this means for distance education
• The first week of the semester, students may enroll in any open course. Instructor approval is only required if the course is closed (full). • Beginning the second week of the semester, instructor approval is required to add any full semester course. Instructor approval can be a signature on an add card or an email approval send to the Office of Admissions and Records. • Students attempting to enroll after the second week of the semester must submit an Academic Review Petition approved by the	• Students will have to go through the same procedure to add distance education courses as they would for face-to-face instruction. The unpaid waitlist policy simply means that students do not have to pay for their units until they are officially enrolled in the course. • Inform students in the order that they appear on the waitlist by email that they can add the course if there is still space available. Make certain that the email states a day, date, and time (include time zone) they must add the

Instructor of Record and Dean of Instruction to the Office of Admissions & Records	course by.

Added Students in Canvas

As with face-to-face classes, all student adds go through Admissions and Records.

Before the first day of class	The system automatically provides students with permission to enroll and an email notification is sent to them directly by email. After a student receives notification of permission, they have 24 hours to register for the course. Students from the unpaid waitlist are added in chronological order so as to be fair and equitable to all students.
On the first day of class	Instructors may grant permission to waitlisted students by sending an email authorization to waitlist@mendocino.edu. Admissions and Records Staff will flag student records with the necessary permission and notify the students of permission to enroll via email. The students have 24 hours to add the class, at which point, if they do not, the next student on the waitlist may be contacted. Students from the unpaid waitlist are added in chronological order so as to be fair and equitable to all students. This procedure also holds for courses that start after the first day of the term.

Once the student adds themselves through the Mendocino College registration system, changes will appear in the LMS. Updates occur about every 12 hours. It is important to remind students that they will not be able to login to Canvas until they are loaded into the system and that this process may take up to 24 hours.

Grading Policy

All distance education courses follow the Mendocino College Examinations and Grading Policy

MC's Grading Policy

Policy Guidelines	What this means for distance education
• It is the policy of the Mendocino-Lake Community College District that appropriate evaluation of each student's academic performance is an integral part of the student's learning experience at Mendocino College. In the absence of mistake, fraud, bad faith or incompetency, the faculty instructor (tenured, non-tenured, or adjunct) is the final authority on the assignment of grades.	As with face-to-face courses, grades in online and hybrid courses are an indicator of student achievement and learning. Because the nature of instructor-student contact is different in the distance education environment, course grades and progress reports become an ever greater part of the learning process. Evaluative feedback from the instructor allows students to be aware of their progress in the

Procedures for grading, awarding credit, including credit by examination, and appealing decisions shall be understandable, fair, and consistent with State laws and regulations. • Courses shall be graded using the grading system established by Title 5 regulations.	course and directs them toward fulfilling learning outcomes. In addition, state and regional accreditation guidelines for regular effective contact require that instructors in distance education courses apply the same course quality standards to their online and hybrid courses as they do to their face-to-face classes: "…portions of courses delivered through electronic means (need to) adhere to the same principles of academic quality and integrity (Distance Learning Manual 11)." This means that students should receive the same type, amount and frequency of feedback from assignments and tests as they would were they taking a course on-campus.

Academic Honesty and Authentication

Academic honesty and student authentication (verification of a student's identity) in distance education often go hand in hand. Because of the lack of face-to-face classroom time, it can be difficult for instructors to know if the student enrolled in the class is the actual person who is logging in and turning in their own work.

The following sections provide information about MC's policies on academic honesty and some suggestions for ensuring academic integrity and authentication in the online environment.

All distance education courses currently follow the Mendocino-Lake Community College District Policy for Student Conduct and Academic Honesty.

Policy Guidelines	What this means for distance education
Honesty in all aspects of academic endeavor is imperative. The District believes that all students must maintain a high level of personal academic integrity. Accordingly, students are expected to avoid any type of dishonesty including, but not limited to the following: • Plagiarism - Plagiarism is defined as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own	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

original work" (Dictionary.com 2011).

- Following are examples of plagiarism:
  1.2. Using another author's ideas, outline of information, or method of presentation without acknowledgment of the source.
  1.3. Re-writing a research paper that incorporates significant material from a paper written by another person.
  1.4. Submitting a research paper borrowed or purchased from another student or commercial source.
- Cheating - Cheating includes the use of unauthorized assistance on an assignment or examination.
- Following are examples of cheating:
  2.1 Notes taken into an examination without the permission of the instructor.
  2.2 Examination questions recorded and passed on by one student to another.
  2.3 Any type of assistance, verbal or other, given by one student to another during an examination.
  2.4 Alteration of a graded paper or examination resubmitted for further credit.
  2.5 Use of any electronic device during an examination unless permitted by the instructor.
  2.6 Alteration of laboratory experiments or results.
  2.7 Submission of any work written by someone else and submitted as the student's own work.
- Fabrication - Fabrication includes presentation to a class or the inclusion in an assignment or examination any data, statistics, interviews or other primary source material manufactured by the student or gathered or recorded in a fraudulent manner. Primary material must be documented according to the instructor's guidelines.

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 MC's LMS secure login system 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.

• Duplication of Assignments - Students may not use a research paper or other project from one course to satisfy the requirements of a second course unless permission is secured from the second instructor in advance. • Aiding in Dishonesty - A student is aiding in dishonesty when he or she makes material, information, or opportunity available for another student to use dishonestly.	

Individual Course Academic Honesty Policy

It is important for instructors to establish clear expectations in their online syllabus as to what constitutes academically dishonest behavior.

Creating guidelines for academic honesty	• Clearly explain what constitutes cheating, plagiarism and proper netiquette. • Establish classroom guidelines in your online syllabus for the types of behavior that are appropriate and inappropriate. • Provide students with standards for group work and how those differ from unauthorized collaboration on class projects. • Let students know what the consequences will be for academic dishonest behavior.
Preventing plagiarism	• Raise students' awareness by designing rules for academic honesty and classroom behavior as part of an initial class activity. • Provide external resources on how to avoid plagiarism (for example, Purdue OWL's page on plagiarism). • Give students examples and/or provide activities describing how to properly cite sources and how to paraphrase properly. • Ask students to provide their source material as part of each formal writing assignment. • Create a range of authentic assessments in the course design that measure critical thinking skills and knowledge integration instead of relying solely on objective tests. • Use test banks which randomize questions and answers on objective tests.

Appendix A Checklist of Best Practices

This checklist is organized into four stages of teaching an online class.
(Adapted from University of Wisconsin-Stout
http://www2.uwstout.edu/content/profdev/teachingonline/before.html)

Before the online course begins . . .

Technical Expectations

Course Management System

☐ Get acquainted with the course management system and access tutorials showing how to use specific features including:

- posting, editing and reordering news announcements
- adding or rearranging discussion prompts on the discussion board
- setting up quizzes and surveys.

Course Maintenance

☐ Review all course hyperlinks to readings and supplementary resources and update broken links and remove dead links. Nothing says "stale" or "outdated" faster than a dead link. Links can disappear overnight. A link dated 2015 may still work but provide seriously obsolete information and data. Keep resources fresh and current each term. Use the Canvas Link Validator feature provided on the Settings page to check all links in your course.

Reference Citations

☐ Verify that all referenced sources are properly cited. Model how to cite sources and images ethically and legally for students.

Course Multimedia Accessibility

☐ Test course navigation and correct to solve accessibility issues.

☐ Contact technical support staff for assistance in adding enhancements such as podcasts, video introductions, and video lectures to the online course and verify that all multimedia meets disability accommodation requirements such as closed captions on videos, transcripts of all audio and videos including YouTube videos, proper use of heading tags in news announcements.

☐ Check all media for proper display, video playback, and create alt tags for all images. If unsure of how to check this, contact Vivian Varela, Distance Education Coordinator (varela@mendocino.edu or 707.467.1024)

News and Announcements

☐ Create an audio or video welcome from the instructor in the first module or post a photo and

brief biography in the news area of the course for the opening day of the class.

☐ Enter the release dates for news announcements copied forward from a previous term.

Gradebook Set Up

☐ Confirm online gradebook settings are accurate for total assessment.

Virus Protection

☐ Update virus protection on your computer because files will be coming from many sources, and students may not be as careful with anti-virus updates.

Managerial – Course Organization Expectations

Course Calendar

☐ Organize the course with Modules to set up expectations for the semester that clearly outline due dates for readings and assignments. Use the Heading feature to chunk work into appropriate sections (i.e., by unit, by week, etc.). If the course involves group work and student-to-student feedback, clearly communicating time parameters and staying on schedule is vital to keep pace with the course.

Syllabus

☐ The syllabus, per the CBA for both full & part time faculty, must be available in Canvas on the first day of the course.

☐ Contact information, preferred communication method, expected response times to email messages and questions, and expected response time for timely feedback on assignments including where students will receive feedback.

☐ Identify specific expectations for frequency of responses/postings on the discussion board.

☐ Include links to the college academic honesty policy. AP 533.2 Academic Honesty Guidelines (pdf 168k) for Mendocino College

☐ Articulate the course "late policy" clearly. Review a sample policy here.

Welcome Email

☐ Send a welcome message to students including the required textbooks and/or software and other material needed and the link to the campus bookstore www.mendocinobookstore.com/. If possible, arrange for a linked excerpt or PDF copy of Week 1 readings for students who are waiting for delivery of materials on Day 1 of the course.

☐ Include information about whom to contact for technical assistance with logging into email or the course management system.

☐ Include information about disability accommodation.

☐ Announce your office hours and/or email response timing. Students need to know how soon they can expect to get a reply from you.

Opening Course Survey

☐ Create an opening survey or needs assessment to learn more about each student. Verify contact information and discover students' specific learning goals and background. This survey

could include pre-course knowledge of subject matter, computer skills, or time management.

Student Orientation

☐ Create an orientation page explaining the school's course management system, or provide a link to the Canvas New Student video https://vimeo.com/canvaslms/211en and Canvas Student Guides https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents.

☐ Use a "scavenger hunt" activity to get students acclimated to the Discussion Board, Content Modules, Assignments, etc., and read the course requirements in the syllabus and any orientation information.

☐ Provide an opening module of student success tips and other important general information necessary for your course.

Pedagogical / Instructional Design Expectations

Course Goals and Learning Outcomes

☐ Review Module One and update information to communicate important course goals and learning outcomes clearly.

Netiquette/Ground Rules

☐ Establish netiquette rules or course ground rules emphasizing how to participate in online discussion forums, behaviors acceptable in the online learning environment, and polite forms of online interaction. (For example, a friendly positive tone is required in all postings on the discussion board, students are encouraged to ask questions in the Q &A topic within each module, students are encouraged to connect with others in the course.)

☐ Provide a group activity to develop course ground rules in a discussion board, or a scavenger hunt activity for students to review information provided in the syllabus, course calendar, and netiquette guidelines.

Discussion Prompts

☐ Set up or revise the course discussion prompts to encourage critical thinking on the discussion board.

Past Course Evaluations

☐ Review past course evaluations to determine enhancement for instructional strategies.

Course Assignments

☐ Review and revise assignments to emphasize a high level of Bloom's Taxonomy and help avoid the possibility of plagiarism.

During the first week of the online course . . .

Managerial Expectations

Contact Missing Students and Draw in Participants

☐ Watch out for non-participants during the first week of class and contact them to see if they have login/access difficulties.

Inform Students about Withdrawal Timeline

☐ Be acutely aware of the refund policy and withdrawal deadlines. If the student is unable to gain access to course materials or decides this is not the right class, inform the student about the deadline and how to contact the registrar, as the decision needs to be made promptly.

Minimize Delays

☐ If students are late adds, contact them promptly with support information about how to gain access to course materials, login to the course management system.

Social Expectations

Set the Climate for Learning

☐ Communicate regularly through announcement or news area. Nothing makes an online student feel more isolated or alienated than the sense that the instructor is rarely present.

Create an Icebreaker to Build the Sense of Community

☐ Facilitate an icebreaker activity related to a course key objective or content and give your students the opportunity to show their human side as well as their academic prowess. Encourage students to share background info, and introduce themselves to encourage participation as three-dimensional people.

☐ Encourage students to post a photo or other representation (avatar) on their student profile.

Invite Students to the Student Lounge

☐ Create a "student lounge" discussion area. This gives students a forum to exchange ideas casually and off-topic. Such a discussion area can be designated to eliminate casual chat out in the academic discussions.

Pedagogical / Instructional Design Expectations

Communicate with Students Frequently to Build a Positive Rapport

☐ Model appropriate discussion response, behavior, and tone. Use a conversational tone that is inviting, personal, friendly, and encouraging.

☐ Monitor the discussion area daily. Reinforce student discussion board contributions and provide positive explanatory feedback (personally) to those who make the discussion area a better place through their participation. Watch for those who sit out the forum and those who

use personal put-downs or attacks to impress or sound authoritative. Intervene, reference the discussion rubric, and provide a safe learning environment before it poisons the discussion area for all.

Contact Non-participants

☐ Watch for students who sit out the forum, and contact them privately to see if they need help or encouragement to participate.

Ask the Class Questions

☐ Challenge your students by asking questions that apply to the readings and communicate high expectations.

Throughout the online course . . .

Managerial Expectations

Provide Reminders about the Course Rubrics

☐ Utilize rubrics to make expectations clear and set criteria for excellent achievement. A good place to start creating rubrics is http://rubistar.4teachers.org/.

Open and Close Course Materials

☐ Open and close content or discussion forums to optimize student learning and avoid confusion.

Update the Online Gradebook Promptly

☐ Verify you have sent the scores to the Gradebook. Use comments and narrative feedback as often as possible to support or explain assessments and maintain privacy of student grades and feedback.

Encourage Use of Library Online Databases

☐ Provide links to the school's academic support, online tutorial for library online databases, library and help desk. Encourage students to research relevant issues and find answers to content questions.

Monitor Attendance

☐ Check number of postings and frequency and follow up with missing students.

Provide Deadline Reminders

☐ Remind students of upcoming deadlines. Conduct course according to the designated calendar with any deviations communicated to students in advance.

Social Expectations

Organize Collaborative Projects

☐ Assign small groups, dyads to achieve strong social interaction or create a method for students

to select groups before beginning group projects. Invite and encourage students to complete a peer review of individual and group projects.

☐ Create areas for group members to work on group projects on the discussion board.

☐ Post group rosters in the news announcements before group projects begin.

Monitor Discussions for Civil Behavior

☐ Enforce netiquette standards and school behavior policies. Immediately contact students with inappropriate posts for explanation and clarification. This is covered in Board of Trustees AP 302.1 District Code of Ethics http://www.mendocino.edu/docs/policies/AP3021.pdf, AP 533.1 Student Conduct Guidelines http://www.mendocino.edu/docs/policies/AP5331.pdf

☐ Make disrespectful postings unavailable to the class at large.

Use Announcements to Keep Class Current

☐ Post reminders about important due dates, and new-found resources.

☐ Enable Announcements to show on your course home page.

Maintain a Presence in Discussion Forums

☐ Provide positive feedback for exemplary postings. Refocus the discussion when students go off topic.

Provide Individual Messages of Encouragement

☐ Send a Private Message or post on the discussion board words of encouragement. Respect and facilitate diverse talents and ways of learning.

Pedagogical / Instructional Design Expectations

Provide Supportive Information to Supplement Course Content

☐ Inject knowledge from diverse sources to assign student learning (references to articles, textbooks, personal experiences, or links to relevant external websites.) Use illustrations and examples to clearly explain important concepts.

Respond to Student Questions as stated in your Regular Effective Contact Syllabus section.

☐ Provide timely feedback and practical suggestions for student to complete their work on time.

Summarize Discussions and Seek to Reach Consensus

☐ Participate in discussions when appropriate. Know when to be the "guide on the side" and when to step in and redirect or supplement or summarize student participation. You're the authority, but take care to avoid stifling student expression by dominating the discussion.

Diagnose Misconceptions in Discussion Postings

☐ Help students revise their thinking in a way that helps to learn by correcting misunderstandings and presenting critical thinking questions.

Create Transitions

☐ Post news announcements that transition from one topic or module to the next to help

students recognize time on task.

Use Various Tools for Explanatory Feedback

☐ Consider using a scheduled chat room, Skype discussion FlipGrid, or ConferZoom session so that students can hear the instructor's voice and those of their classmates, if appropriate. When students have questions about the final paper, for example, a live discussion can save a lot of repetition of common questions.

Provide Meaningful and Timely Feedback

☐ Evaluate student work promptly and provide meaningful feedback. Rubrics can be very effective in making expectations clear and setting criteria for excellent achievement. Encourage learning strategies which promote self-directed learning.

☐ Provide alternative assignments and assessments to accommodate students' individual needs when possible.

Use Assignment and Quiz tools

☐ Avoid using e-mail for submission and evaluation of student work. Utilize Canvas tools to reduce opportunities for students to argue that they "sent it but you never acknowledged it." Using the courseware management for assignment submission provides a receipt to the student and a documented date and time of submission (or the lack of it) in the event that there is a disagreement over incomplete work. It also provides an established, predictable location for students to receive feedback from you.

Keep a Journal

☐ Each week enter journal entries as the course progresses. What worked well? What needs adjustment or replacement? Are the assessments measuring the learning outcomes? Get permission and save examples of exemplary student work to use as models in future terms.

Technical Expectations

Provide technical updates as you receive them from the college or LMS.

☐ Announce information related to interruptions of access to servers delivering course materials in advance.

☐ Direct students to the Canvas Help Desk for technical support with the courseware and management system.

Consistently address universal accessibility.

☐ Verify your course is fully accessible so that individuals with disabilities have an equal opportunity to participate fully in all aspects of the educational environment.

During the last week of the online course . . .

Managerial Expectations

Report Final Grades Promptly

☐ Respect the major investment your students have made in your course. In some cases, advancement on the pay scale or reimbursement of tuition depends on their successful completion of your class and an official grade report.

Encourage Students to Complete the End-of-course Survey

☐ Use students' honest feedback on the course to hone your teaching skills and course contents.

Review Your Teaching Journal

☐ List technical aspects that worked well and those that need improvement.

☐ Analyze your personal observations and list what worked well and what needs modification next term.

☐ Identify areas of emerging technology to add for the next term, such as a wiki, blog, podcast, ConferZoom, FlipGrid or YouTube video.

Social Expectations

Use the News and Discussion Tools to End the Course on a Cordial Note

☐ Post a news announcement with a closing personal message to students.

☐ Create a "Thoughts and Thanks" closing discussion forum so that students can acknowledge their peers in the learning community.

Pedagogical / Instructional Design Expectations

Provide Feedback on Final Projects

☐ Employ a variety of feedback methods, such as audio files and Camtasia videos, in addition to written responses.

Appendix B Accessibility Checklist

Use this list when building a new course or updating an existing course.

- ☐ Content exceeding ½-page is chunked using meaningful section headings
- ☐ Heading styles are nested in sequential descending order
- ☐ Images have appropriate alt text
- ☐ Images not related to page content are designated as decorative
- ☐ Link text is meaningful and in context
- ☐ Underlining is not used for emphasis
- ☐ Color contrast is sufficient
- ☐ Color alone is not used to convey meaning
- ☐ Lists are formatted using the default list tool
- ☐ Table have properly tagged column/row headers
- ☐ Videos have proper captioning (not auto-generated)
- ☐ Audios have appropriate transcripts
- ☐ Videos/audios are not set to auto-play

For additional information

From Canvas
How do I use the Accessibility Checker in the Rich Content Editor as an instructor?

From @One
- **Need someone to caption an instructional video that you've created?**
  - 3CMediaSolutions is free for all California Community Colleges – captioning will be done for you!
- **Have a video you've created, and you can make time to caption it yourself?**
  - Use YouTube for DIY captioning. Please read our other blog post for more information on how to caption videos that you own and those that you don't.
- **Have a video you don't own that needs captioning?**
  - Use Amara for free DIY captioning. You can then link from Canvas to the captioned video in the Amara player. We've heard rumors of a tool being developed that will allow you to embed the captioned video directly into your course – stay tuned!
- **Need a tool for creating captioned videos to use in your course?**
  - Screencast-O-Matic is a faculty favorite – it's easy to use, the yearly subscription (which includes basic editing and special effects) only costs $18!

Appendix C Tips for Student Success

It all starts with TIME MANAGEMENT!

When enrolling in a 3-credit hour online class, plan to spend about 8-10 hours per week on that class. Without the regular structure of face-to-face classes, it is very important that you develop a plan for managing your study time so that you don't fall behind…you need a unique plan that works for you.

For example, what demands are you juggling in your life (Job? Parenting? Other classes?) and how do they affect the amount of free time you have each day to devote to your studies? Is there even room in your life for a college class? Do you prefer to do school work often, in small chunks or less often, in larger chunks of time? Are you more productive early in the morning, mid-afternoon or at night?

Do not put off your work until the last minute. Procrastination is tempting when taking a class that does not require regular attendance in class. Keeping up with the reading and other class work online will give you peace of mind and avoid last-minute panic!

Allow enough time for technical problems too. They always seem to happen on the day something is due!

Tip: set a deadline for yourself that is a day or two before the actual deadline so that unforeseen circumstances won't derail your ability to turn in your work on time.

Adapted from http://www.bhc.edu/academics/online-learning-information/online-learning-orientation/online-learning-tips/best-practices-for-learning-online-time-management/

Road Map to Success

Canvas features a To Do list showing all of the gradable work due for each week. This list in on both the student Dashboard and the course home page. Encourage students to use the information to plan their study time appropriately. Faculty can also add non-gradable reminders to the Canvas calendar that students would then see on their To Do list.

Glossary of DE Terms

A | B | C | E | F | H | L | N | O | P | R | S | T | U | W

504 Accommodation — Specifies that institutions receiving federal funding have to accommodate individuals with special needs so that they can have equal access to learning facilities and materials.

508 Compliant – Originally an amendment to the Federal Rehabilitation Act of 1973 and now part of the new Federal Electronic and Information Technology Accessibility and Compliance Act, Section 508 guarantees accessibility to technology for people with disabilities. Examples of this assistive technology could be screen readers, captioning, TTYs.

Accessibility — Products and services must accommodate the needs of everyone.

ALT-Tag/ALT-Attribute – An HTML attribute that is used to designate a title or description of an image. This is particularly helpful for students who use assistive technology (like a screen reader). ALT-Tags should also be added for tables and images in word-processing documents.

Assessing Online Facilitation Instrument (AOF) – A tool created by the California State University TIGERS Project which instructors can use for self-assessment or peer review of their online courses. It can also be useful when considering the design of an online course. The AOF consists of 4 categories: Managerial, Pedagogical, Social, and Technical.

Assistive Technology – Technology that is used to aid persons with disabilities.

Asynchronous – An approach to distance education in which instruction occurs outside a specific time and place. Email and discussion boards are examples of this type of learning modality in the online learning environment.

Authentication – Verification of students' identity.

Authentic Tasks/Assessment – Activities and evaluation tasks that mirror practical real-world applications, that is, what students would have to do outside the classroom.

Autonomy — Known as both student autonomy and self-directed learning, this is when instructors give more control and choice to students in order to enhance the learning experience. The instructor is a facilitator instead of a disseminator of knowledge.

Best Practices – Teaching approaches that maximize student learning outcomes. Often these approaches are student/learner-centered, that is, the instructor of the course acts as a facilitator, guiding the student's understanding of the content. Classroom activities also focus more on higher order problem-solving and critical thinking skills.

Bloom's Taxonomy — A classification of skills developed to describe cognitive, affective, and psycho-motor processes in learning. The cognitive domain, which goes from lower-order skills such as

remembering to higher-order skills like creating, is often used in academic course design.

Collaborative Learning – Learning activities that take place between two or more students.

Continuous Assessment – Instructors mark student work at frequent intervals using those marks to build into a student's final results. Process-oriented term papers and portfolios are examples.

Courseware – Usually refers to full course materials that are available in an online learning format. For example, a courseware course could include an eTextbook, assessments, lesson plans and project descriptions.

California Virtual Campus – Online Education Initiative (CVC-OEI) - is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.

CVC-OEI Online Course Design Rubric - The CVC-OEI Course Design Rubric contains the online course design standards developed and adopted by the CVC-OEI. The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations.

Distance Education – defined as instruction delivered by various methods where the instructor and student are separated by distance for all or some portion of the course.

e-Pack (Course Cartridges) – Prebuilt publisher course material.

Face-to-Face (f2f) – Instruction that takes place in the classroom.

The Family Educational Rights and Privacy Act of 1974 (FERPA) — Provides guidelines for access to and release of student educational records.

The Flipped Classroom — An approach to web-enhancing a course where content is delivered for homework via instructional technology, and classroom time is used for interactive group and project-based activities.

Formative Assessment — Assessment that is carried out in order to inform (form a picture) of the learning process. Classroom observations and discussion forums are examples of this type of assessment.

High-stakes Exam — An exam that represents a large portion of the final grade.

Hybrid – A type of course in which most face-to-face class time is replaced with online content using the campus-supported Learning Management System. Any course that requires students to meet on-campus for orientation, assessment, or class meeting even though the rest of the course is conducted online is considered a hybrid. Students in this course must have a computer with internet access.

Learner Training – Overtly teaching students skills and strategies they can apply to learn more

effectively. Giving students specific guidelines and strategies for working in groups would be a form of learner training.

Learning Management System (LMS) or Content Management System (CMS) – A platform for online learning such as Canvas, Blackboard, Moodle, or Sakai.

Lecture Capture Technology – Technology and tools that are used to record instructors' lectures.

Legitimate Educational Interest – A term related to student privacy concerns (FERPA) which means that only those persons with an official interest in a student (school officials, law enforcement agencies, etc.) can access a student's educational record without written consent.

Needs Analysis – The process of gathering information about what students intend to get out of a course so as to align the course activities more closely with student goals. This can also include getting to know more about students' learning styles, experiences, perceptions of learning and preferences.

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

Objective Test — Tests in which there is only one correct answer. Multiple-choice, fill-in, true/false tests are examples of objective tests.

Online – A type of course in which everything is conducted online through the campus-supported Learning Management System. No on-campus meetings are required. The primary means of instruction requires students to use a computer with internet access, even though they may need other technologies to acquire and learn course content.

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.

Performance-Based Assessment/Alternative Assessment – A means of evaluation in which students are assessed based on what they do and how they do it instead of just what they know. Presentations and projects are examples of this type of assessment.

Process-Oriented Approach – A means of assessment in which student work is evaluated based on the parts of a project or assignment (such as drafts and revisions) and not on the final outcome. This term is also used in relation to course and materials design.

Project-Based Learning – An approach to instructional design in which class projects are used for learning course content. This allows students to not just learn the course content but to also apply the content in a way that could have real world applications.

Regular Effective Contact – A California state Title 5 requirement in distance learning which 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).

Rubric for Online Instruction (PDF) – Guidelines for creating online courses originally developed by the California State University, Chico which support MC's Instruction Design Tips for Online Learning. The rubric consists of 6 categories which detail how to use innovation in electronic delivery methods to support and assess learners.

Student-Centered/Learner-Centered Instruction – When the focus of instruction shifts from the instructor imparting content through lectures to concentrate more on the needs of the students, which in turn allows students to actively participate in their own learning. The teacher in this approach is still active however s/he takes on the role of Facilitator.

Summative Assessment — Assessment that is used to measure what students have learned/mastered, usually in the form of a grade.

Synchronous – Online learning that happens at the same time. Chat rooms and live video-conferencing are examples of this type of learning modality in the online environment.

TTY/TDD (Teletypewriter) — A device used by the hearing-impaired which converts voice to text.

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

Western Association of Schools and Colleges (WASC) — The organization responsible for accreditation of schools in the western US. The Accrediting Commission for Community and Junior Colleges (ACCJC) is the body of WASC that oversees accreditation at MC.

Web-Enhanced – A face-to-face course in which the Learning Management System is used to enhance student learning but not to replace classroom time.

Welcome Letter – A letter written in an informal and open tone sent to students in online and hybrid courses before the course begins. It contains information about how to access the course, where to go for technical support, and what course expectations are.

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