Faculty Handbook

Katie Datko, Editor

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About this Handbook

Welcome Online and Distance Learning Faculty!

The **Pasadena City College Distance Education Handbook** is a supplemental guide to the Pasadena City College 2011-2012 Faculty Handbook designed to provide additional information about the Pasadena Area Community College District Policy for Distance Education. This manual 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 PCC Academic Senate Distance Education Committee.

The goals of this handbook are to:

- Articulate the mission and goals of the Distance Education Department, especially as they pertain to the **Pasadena City 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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2. General Information

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Distance Education Mission, Vision & Core Values

Vision Statement

> The Distance Education Department will be a global leader of educational excellence, innovation, training, delivery and support of online, hybrid, and web-enhanced instructional formats within and beyond the Pasadena Area Community College District.

The Distance Education Department will:

- Offer greater access to education via alternative delivery approaches to the present student population, local school districts and businesses, and currently underserved communities within the College's district.
- Broaden the College's outreach beyond the District, include out of state and international markets.
- Foster lifelong learning opportunities to meet the changing needs of students throughout their academic and working careers.
- Enhance, maintain and promote extensive online academic student services to support student

retention and success.

Mission Statement

The Distance Education Department is dedicated to serving the diverse needs of the faculty and student populations at Pasadena City College by providing high-quality educational experiences that utilize the latest emerging technologies in electronic course delivery methods.

To achieve its mission, the Distance Education Department will:

- Provide services to support the technological requirements of the faculty and student body.
- Ensure that student instruction, services and support comply with accessibility needs and requirements.
- Support the development and assessment of learner-centered online and hybrid AA, Transfer, Career & Technical Education (CTE) and Continuing Education courses.
- Create opportunities for faculty training and development which focus on new trends and effective practices in online technology and pedagogy.
- Serve as a liaison between the Division Departments and other campus stakeholders regarding Distance Education policies and procedures.

Core Values

The Distance Education Department is guided by the following values:

- ***Leadership*** in technological and instructional innovation
- ***Commitment*** to best practices in distance education for student success
- ***Dedication*** to open communication and collaboration among key stakeholders
- ***Transparency*** in the decision-making process
- ***Professionalism*** and integrity
- ***Excellence*** in support services
- ***Cultivation*** of lifelong learning and development

Definition of Online Learning

Distance Education is an approach to learning where instruction takes place outside the traditional classroom setting. Instead of teaching face-to-face, instructors use electronic or a blend of face-to-face and electronic delivery methods to develop and furnish content for instruction and interaction with students.

At PCC there are 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). **No on-campus meetings are required**. Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. 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 some face-to-face class time with online instructional time. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a hybrid course. A campus-supported Learning Management System is used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. 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.

Purpose of Online Learning

Distance education courses support Pasadena City College's mission to increase learning outcomes and expand the College's instructional outreach to the community. By offering courses which utilize the latest technology in electronic delivery methods, students have access to a greater array of opportunities for learning through individualized, learner-centered instruction and more options for accessibility of course content.

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 1 **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.
Principle 2 **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 3 **Create opportunities that have practical real world applications.**	The activities in distance education courses should be **authentic**, that is, based on tasks that students would have to perform in various setting outside the classroom. Students should also have chances to enhance their knowledge about the world through critical thinking and reasoning skills.
Principle 4 **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. In addition, instructors should provide support for students in time management and academic skill development.
Principle 5 **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.

3. Faculty Preparation

Contents

The Pasadena Area Community College District Policy for Distance Education states that all new online and hybrid faculty must have previous online experience or training prior to teaching distance education courses.

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 would be needed to teach online and hybrid courses:

Basic Computer Skills	• Keyboarding • Audio recording (microphone)
Database Management	• Data entry • Data editing • Database creation
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
Wordprocessing	• Create, edit & save documents • Use formatting techniques (bulleted/numbered lists; page numbers, etc.) • Insert tables, graphs, and graphics into documents • Create Table of Contents (TOC) and Indexes
Presentation Software	• Create, edit & save presentations • Add multimedia to presentation • Record audio narration for presentation
Email	• Send & receive email • Attach documents & pictures

	• Participate in email discussion groups/listservs • Create & manage contact groups • Create & manage discussion groups
Internet	• Understand & use different browser types • Know how to do targeted searches • Understand how to use online databases • Be familiar with YouTube, Skype, podcasts, blogs, webinars & wikis
Social Networking	• Use Facebook • Create Facebook group • Use Twitter
Learning Management System	• Upload content • Create, design, and edit course modules • Make content accessible • Create announcements, discussion forums, blogs, and wikis • Create assessments, surveys, and polls/use the Grade Center • Upload multimedia • Use IM or chat • Understand & use other learning management system tools

Pedagogical Readiness

The following pedagogical skills are needed to teach online and hybrid courses:

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) • Accommodate a variety of learning styles and strategies in both content delivery and learning activities.
Management and Interaction	• Follow guidelines for regular effective contact 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 trust. • Clarify clear participation requirements, facilitate and monitor interaction accordingly. • Integrate practical tasks into learning activities to illustrate practical real-world content applications. • 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.
Technology Integration	• Identify the most appropriate technologies for content and learning outcomes. • Determine the modalities that are best used for course communication, discussion and assessment. • 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 authentic assessment that measure both student understanding of course content and participation. • Ensure that assessment tools are linked to learning objectives. • Use a variety of asynchronous assessment techniques in which students are able to demonstrate higher-order critical thinking skills. • Employ multiple assessment strategies to maintain active student engagement. • Make use of data from the assessment tools in Bb9.1 to evaluate the validity and reliability of the various assessment instruments. • Incorporate surveys to receive regular constructive student feedback and integrate it into the course structure. Understand the unique challenges that affect academic integrity and student authentication in the online environment.
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 options for students with special needs.

Training Process & Requirements

New Online or Hybrid Instructor Training

Faculty who are new to distance education and would like to teach using online technology will need to take four 4-week courses before being cleared to teach at PCC. These fully online classes are offered through the **@One Project**:

1. **Introduction to Online Teaching and Learning***
2. **Building Online Community with Social Media**
3. **Creating Accessible Online Courses**
4. **Designing Effective Assessments**

Contact the Distance Education Department prior to registering to receive a scholarship code to waive the course fees and then register directly with **@One** to take these courses.

For information about training to use PCC's LMS, CANVAS, check out the **Learn Canvas** page for on-site workshops, walk-in labs and links to self-paced tutorials.

In addition to the required @One courses, faculty will be required to participate in a PCC **Distance Education Orientation** which meets on campus. The orientation details the PCC course development process as well as the College's policies and procedures as they relate to distance education. The orientation also introduces faculty to the PCC's learning management system. It is best if this orientation is taken **after** they have completing the **Introduction to Online Teaching and Learning** course.

Before faculty can teach an online or hybrid course for the first time, **it must be formally reviewed and approved** by the Distance Education Department and their Division Dean to ensure the course meets all College requirements in addition to accreditation guidelines and State and Federal laws.

Training Waivers

Previous Online Teaching Experience	Faculty who have taught online at another institution **within the past 5 years** but not at PCC may be eligible to waive some of the faculty training requirements. They will need to arrange a meeting with their Division Dean and the Director of Distance Education to discuss their experience and present a course (or courses) that have been taught online. Courses should include **all the required elements in an online course** from PCC's Rubric for Online Instruction PDF. Even if some of the training requirements have been waived, in order to become acquainted with distance education at PCC, faculty will need to take the **Distance Education Orientation** prior to being cleared to teach, and, because of changes in the Learning Management System, training on the the **CANVAS** LMS is highly recommended (see the **Learn Canvas** page for more information about upcoming workshops and self-paced tutorials).
Previous Online Training/Certification	Faculty who have not taught online but have taken the equivalent coursework, meaning courses that cover the **same material** as the required **four @One** classes listed above, **within the past 5 years** may be eligible to waive some or all of the PCC training requirements. The courses **must** cover the same content as the **New Online or Hybrid Instructor Training**. Proof of completion, as well as course descriptions are required.Since technology changes so quickly, if there was any coursework that was finished more than 5 years ago, **all** of the required PCC training courses for new online and hybrid instructors will need to be completed prior to being cleared to teach.

Even if some of the training requirements have been waived, in order to become acquainted with distance education at PCC, faculty will need to take the **Distance Education Orientation** prior to being cleared to teach.

4. Course Quality & Standards

Contents

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.

The following sections of Title 5 are most applicable to distance education courses at PCC:

Section 55200: Definition & Application

Policy Guidelines	What this means @ PCC:
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by 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 PCC, the term **Distance Education** applies to online and hybrid 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 @ PCC:
The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, 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 instructional design and implementation are followed.

Section 55204: Instructor Contact

Policy Guidelines	What this means @ PCC:
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, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. • 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 @ PCC:
If any portion of the instruction in a proposed or	All online and hybrid courses need to be approved by

existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.	the Curriculum & Instruction Committee via a separate approval process. This requires filing **Form D**, a supplemental document detailing how the course will meet Federal, State, WASC and PCC quality standards, specifically requirements for **regular effective contact** and **accessibility**.

Section 55208: Faculty Selection & Workload

Policy Guidelines	What this means @ PCC:
• 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. • 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). • 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.	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**. *As of July 2011, the course load for online and hybrid faculty and class size caps are still under negotiation. Please refer to the **Course/Teacher Load** and **Class Cap/Normal Closing Numbers** sections of this handbook for the most current recommendations.*

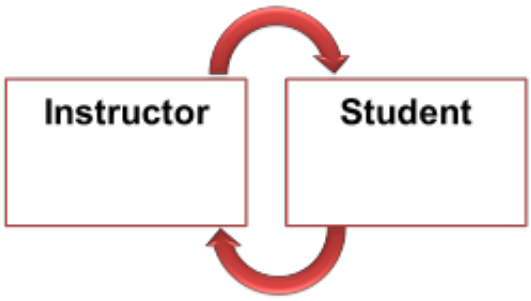
Regular Effective Contact in Detail

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 practice that encourages and facilitates

student-centered instruction and increases student learning outcomes.

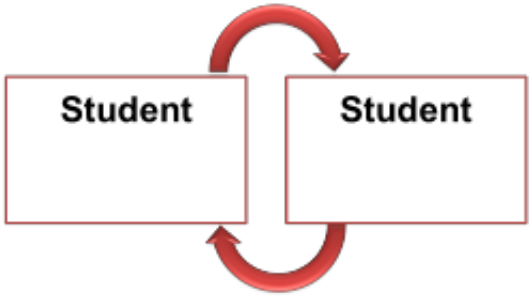
Types of Regular Effective Contact

Interaction in the distance education classroom takes place in four ways:



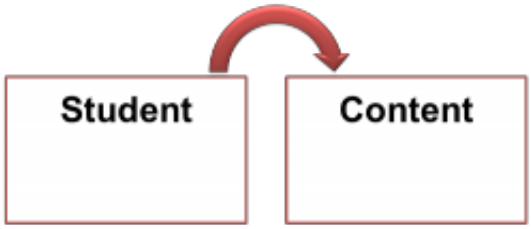
Instructor-Student Examples:

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



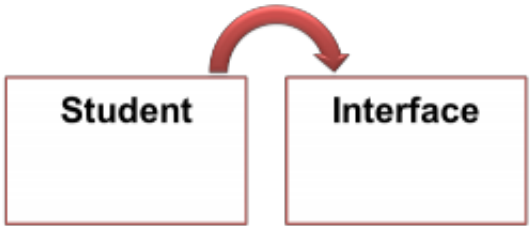
Student-Student Examples:

- Messaging via the LMS
- Discussion boards
- Chat/IM
- Collaborative projects: group blogs, wikis



Student-Content Examples:

- Modules on the LMS
- Lectures (recorded/streaming)
- Podcasts/webinars/screencasts
- Videoconferencing/CCCConfer
- Discussion boards



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 & 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 immediately of course designee 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.

5. Program Development

Contents

Overview

The Distance Education Department at PCC is committed to helping divisions and individual departments develop the highest quality online and hybrid courses. Our goal is to provide program Deans, Administrators and Department Heads with the information needed to establish online programs, certificates and courses that will best suit the College's Project 90 Educational Master Plan.

Project 90 & Distance Education

The Project 90 Action Plan Executive Summary includes 15 Action Items that address **Mission Critical Priorities**. Many of these Action Items are germane to the development of distance education courses. However, the first two are particularly relevant:

- **Systematically** increase number of courses available for **Transfer** and **Basic Skills** courses until needs are adequately addressed.
- Develop a **comprehensive online education curriculum**.

The following strategy best describes the priority distance education courses should have in terms of program development:

> **D2:** Develop cohort pathways to ensure program and course series are aligned in a **logical sequence** for **efficient completion**.

What this means then, is that online course offerings should:

1. **Be part of a degree or certificate**. They should not be standalone courses.
2. Concentrate on **high impact courses**.

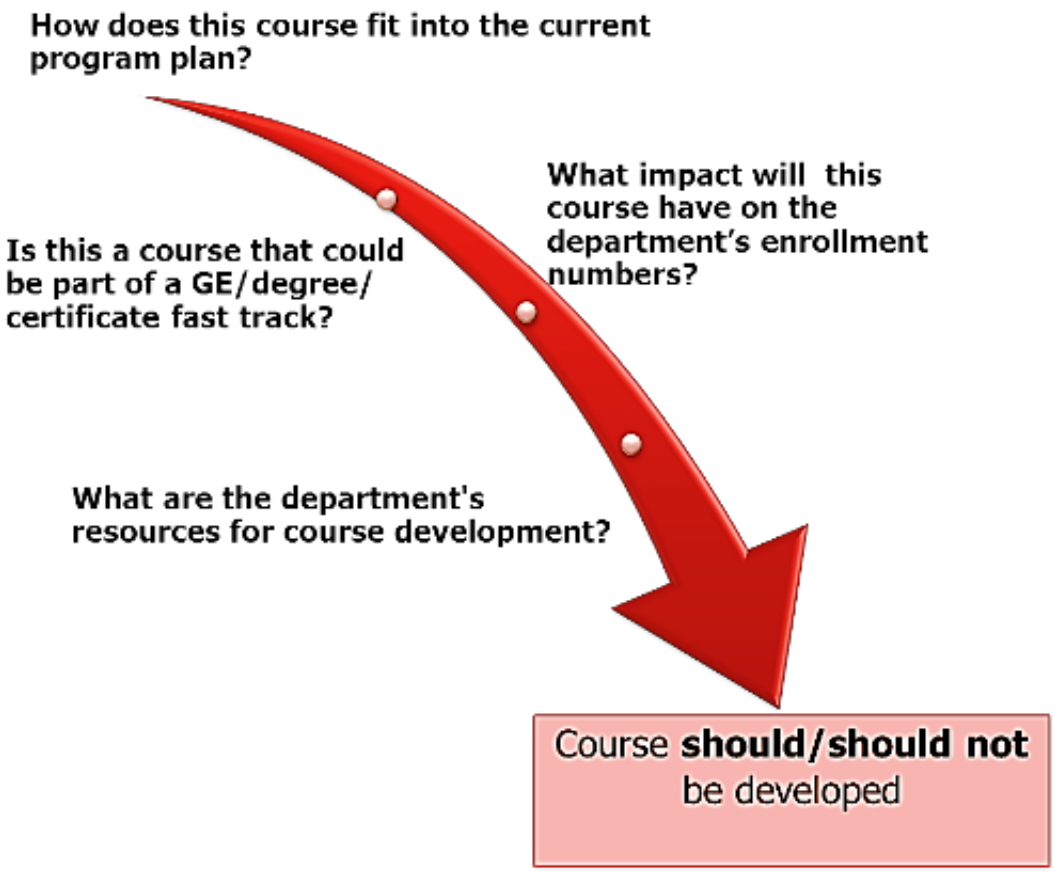
3. Be developed **by faculty well-versed in current online learning pedagogy** in conjunction with the Distance Education Department to ensure:

- Course quality
- Compliance with 508 (accessibility), FERPA (privacy) and accreditation standards

Delivered by faculty who have met the training requirements for online teaching.

Planning DE Course Offerings

The process to develop and get an online course approved can take up to 300 hours. Because of this, it is important to carefully consider the following questions when making the decision about which courses to offer online.



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The worksheet below is designed to give a better idea of whether or not the department should pursue developing an online/hybrid course proposal in the current C&I cycle.

- **Program Development Worksheet 97-2003** (Click “Enable Macros” to fill in form.)
- **Program Development Worksheet, Accessible Version (DOCX)**

6. Course Development

Contents

Course Mode Considerations

The decision to create and teach a fully online or hybrid course depends on several different factors. While there is some research that suggests student retention may be higher in hybrid courses (Dzuiban & Moskal), whether or not to create an online or hybrid course should be contingent upon the availability of resources and the learning outcomes to be met for each department.

The following are some advantages and disadvantages of fully online or hybrid courses:

Fully Online Courses

Advantages	Disadvantages
• Convenient for out-of-district students • One type of learning modality (electronic delivery) for students to manage • Reduced student commute time/resources	• Student authentication more difficult to establish • Problems with technology harder to handle for students not familiar with distance education

needed to go to classes • Increased course offerings without increased classroom space • Less need to worry about scheduling classroom space	• More difficult for some students to feel they are learning without face-to-face instructor contact

Hybrid Courses

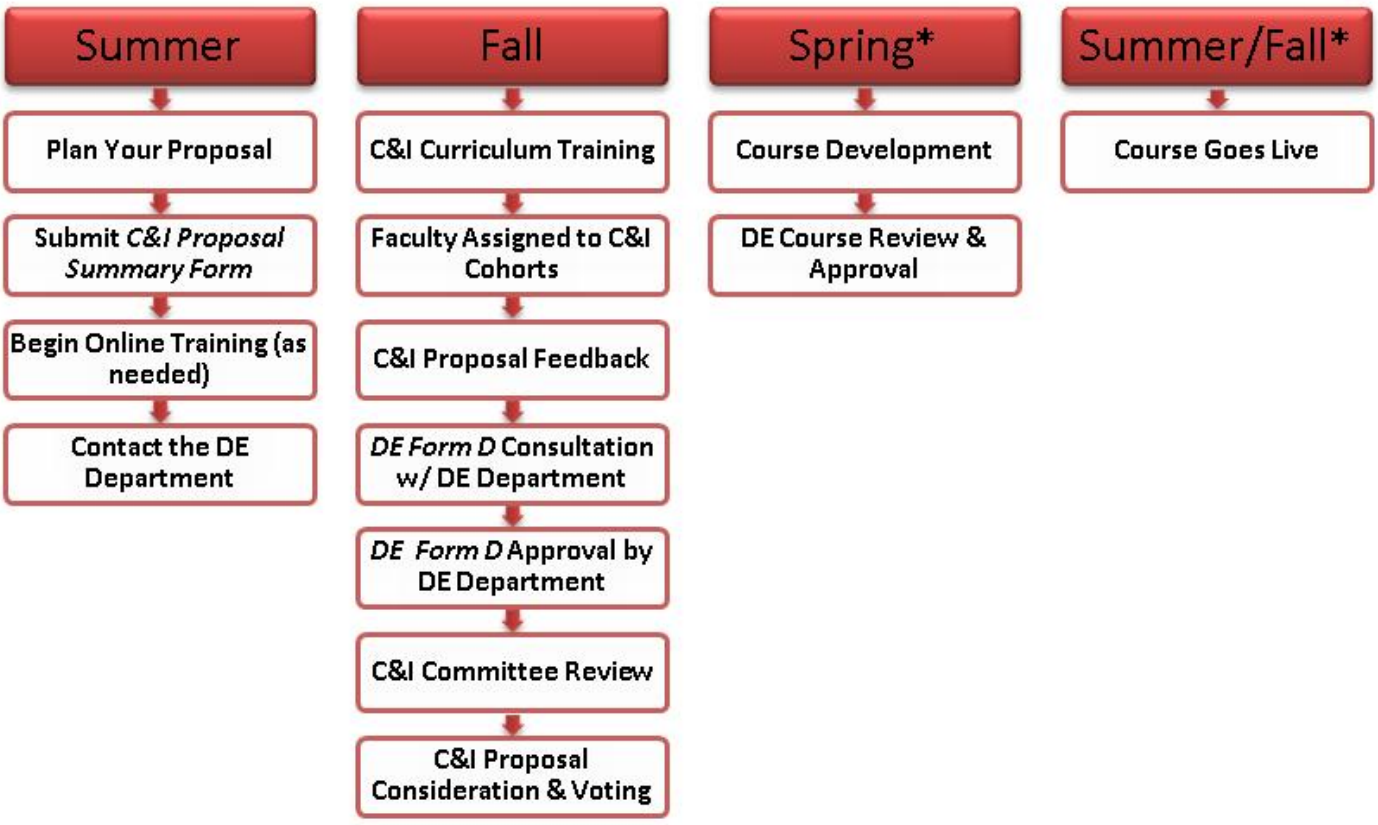
Advantages	Disadvantages
• Easier for instructors to know their students • A wider range of learning opportunities to make the best use of each modality • More opportunities to document student learning • Student authentication easier to establish — instructors have the chance to interact with students both face-to-face and online • Technological problems handled in both the face-to-face and online environments	• Less convenient for out-of-district students • Decreased face-to-face class meetings easier to equate with lessened course workload • On-campus physical resources (classroom space, office hours, lab time) used

Course Development Timeline

The process to develop a new online or hybrid course for instructors new to teaching online takes about a year. **The actual development and design of the course is approximately 300 hours**. The time frame for creating a course depends on the amount of time it takes for instructors to train and whether or not the course will need revisions during the Curriculum and Instruction (C&I) Committee approval process. A new distance education course will be taught in the first **full semester after it has been approved and cleared to teach** by the Distance Education Department, **with the exception of courses approved in Spring 2013, which will be taught in Summer 2014**.

The job of the Distance Education Department is to advise and guide faculty during the course development process to make certain that each new course meets all PCC standards for best practices.

Sample Timeline (Fall C&I Cycle)



*__Note:__ Distance Education policy and timeline pending.

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Course Development Process

The more detailed steps for developing a new distance education course are as follows. For specific C&I information, see the FALL 2012 C&I Committee Deadlines & Meeting Dates and the **SPRING 2013 C&I Committee Deadlines & Meeting Dates**.

Initiate Process

SUMMER	**Plan Your Proposal**	• In the beginning of the Summer Intersession, faculty should meet with their Division Dean to ensure proposed course meets Division & College goals.

7. Course Design

Contents

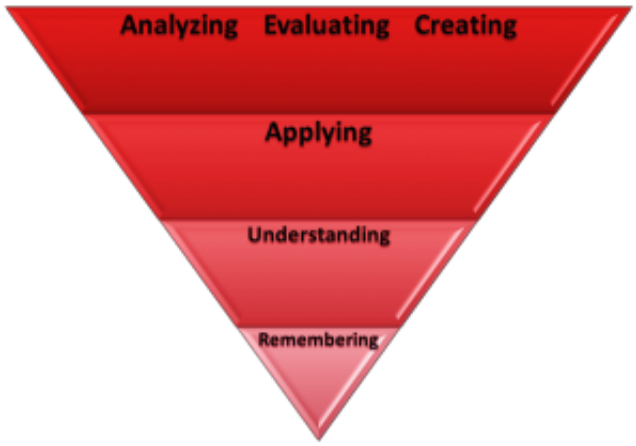
Design Fundamentals

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



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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 can use 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*	• Creating 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, VoiceThread 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 • 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, break down, 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 Online Teaching and Learning**. Contact the Distance Education Department to receive a scholarship code prior to course registration.

8. Course Assessment

Contents

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. • 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**.

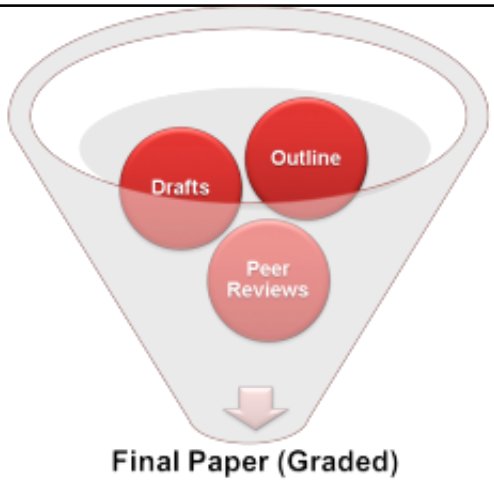
Formative Assessment

 Text equivalent of image	**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

 Text equivalent of image	**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

 Text equivalent of image	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

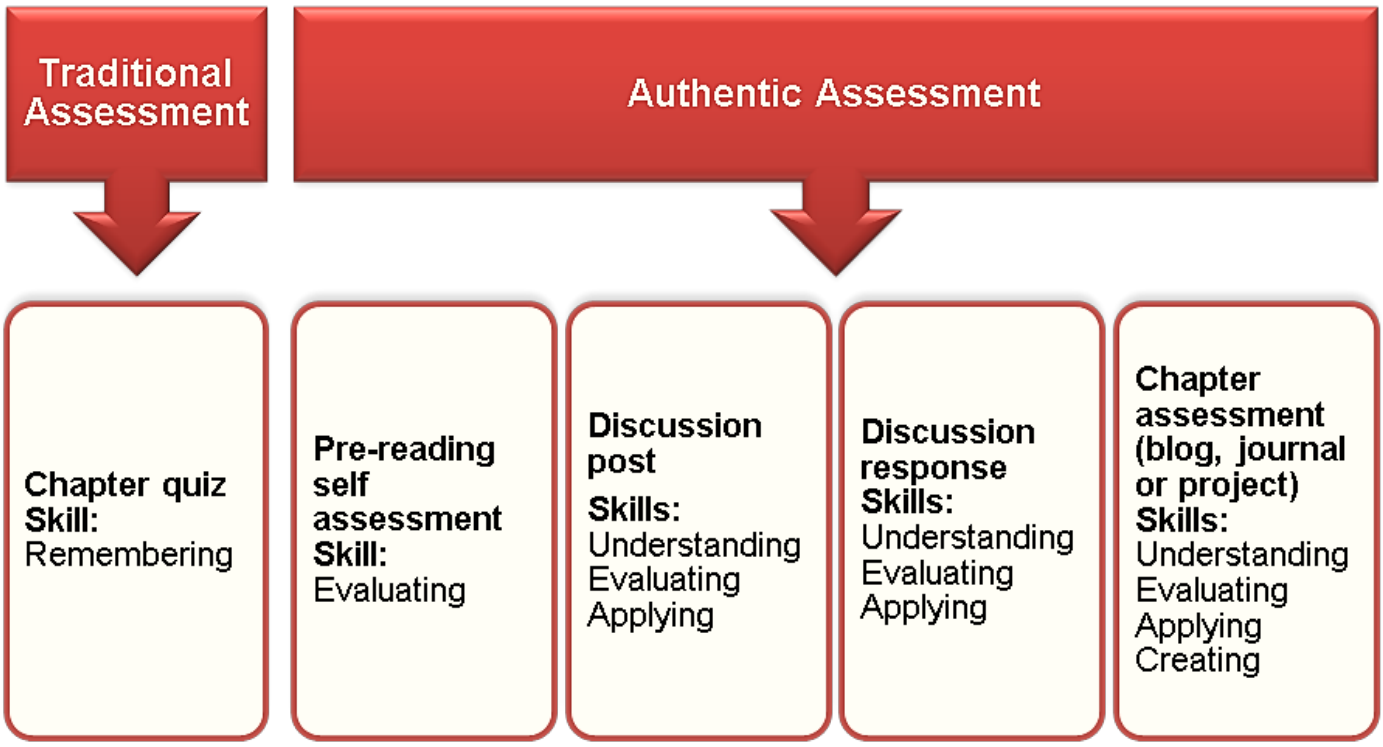
	a final product that receives a grade.

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.



Text equivalent of image

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

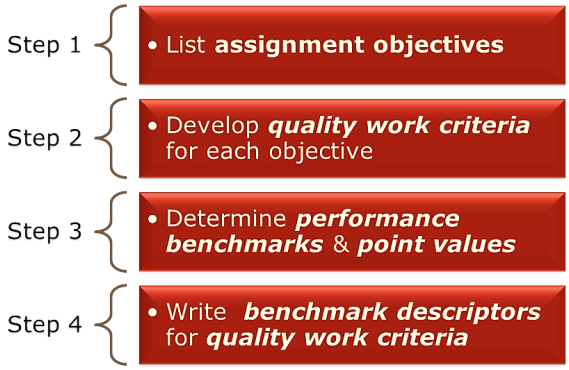
There are two main types of rubrics used in higher education – **analytic** and **holistic**. While each type of rubric has advantages and disadvantages, in distance education, analytic rubrics are used most often because of the amount of detailed feedback they provide students.

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

	Numerous resources exist for creating and modifying rubrics for distance education courses. Many websites, such as RubiStar, have rubrics which can be modified



Text equivalent of image

to meet individual course needs. Most learning management systems like CANVAS also have interactive rubric tools to aid in the grading process.

For more detailed information about how to create rubrics, check out the **CREATING RUBRICS PDF**.

9. Course Materials

Contents

Types of 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 make available to students). 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 Department prior to adoption to ensure that the e-Pack meets all the necessary requirements.

Instructional Technology

The CANVAS LMS has many tools – like DISCUSSIONS, COLLABORATIONS, 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 enhances 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 check out the **Instructional Technology** resources page.

Open Educational Resources

According to Atkins, Brown & Hammond, Open Educational Resources (OER) are:

> **"… teaching, learning, and research resources that reside in the public domain or**

> **have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."**

Differences between OER & free resources

The line between OER and free internet/electronic resources is not often clear-cut. But in general, OER materials have "…an open license that promotes sharing and remixing" (Baker). Free materials, on the other hand, may not require a fee but may have additional restrictions (such as copyright or specific attribution requirements) that limit their use even though they may still have educational applications under the Fair Use/TEACH Act.

Types of OER materials

OER encompass a vast variety of learning resources including:

- Textbooks/eBooks
- Audio files/Podcasts
- Webcasts
- Videos/Multimedia
- Lesson Plans/Modules
- Academic Journals
- Courseware
- Assessments
- Learning Objects

Reasons to use OER

Secretary of Education, Arne Duncan, in the video Why Open Education Matters gives several reasons why institutions and instructors should adapt OER. Among them, OER are:

- Affordable
- Adaptable
- Innovative

OER provide access to educational resources for students who may not otherwise be able to afford them. And, because OER are open-source, instructors can often tailor materials to best meet their learners' needs, using the most up-to-date technology and multimedia content.

For an overview of how OER can impact learning, check out this video by Nadia Paola Mireles Torres and the design firm, Funktionell.

(To watch the video with English captions, click the YouTube icon on the right corner and then when the video starts, click the yellow pop-up at the top of the screen.)

Advantages/Disadvantages of OER

As with any materials used or adopted for course content, there are several advantages and disadvantages to keep in mind when considering OER.

ADVANTAGES

Flexibility	Because OER are created outside the constraints of traditional publishers, they are usually customizable (depending on the type of license they are released under). This means that OER can often be adapted to best serve the specific needs of a course or institution. Author(s)/developers also have greater tractability in terms of incorporating collegial feedback into their revisions.
Availability	OER are available through various web-sites and repositories and are usually offered in a variety of formats like PDF, .doc, HTML. In addition, because OER are often in digital format, students can usually access them from a range of mobile devices.
Affordability	Most OER formats are available for free or low-cost to students (materials online are free, but some OER may charge a nominal fee to download or print materials).
Originality/Innovation	Traditional textbooks are often limited by release deadlines and pre-set templates. OER can incorporate innovations in pedagogy and technology (such as project-based learning or multimedia) that are often beyond the scope of conventional publishing houses.
Leading Edge Trends	Instead of relying on a new edition of a textbook to come out (which may often already be outdated by the time of publication), OER can usually be updated to include the latest, most current source material or can integrate cutting edge technological innovations.

DISADVANTAGES

Technology	Since there is a range of technology that different OER employ, these resources may be difficult for students to use who have limited access to the internet or limited resources to purchase/download specific software.
Accessibility	OER materials would need to be vetted to ensure that they are 508 compliant.
Quality	Because a single peer-reviewed repository for materials does not exist, OER may vary in quality. There are, however, many OER websites and resources that do

	have strict guidelines for submission and review. In addition, some developers of OER may not revise their materials often. When considering adopting OER, it is necessary to make certain that the materials selected meet College standards for course quality.
Appropriateness	Due to the range of criteria for submission on websites and repositories, OER materials need to be assessed to determine cultural, social and linguistic suitability for the College's student population.

Impact on course quality

In California the use of OER does not negatively impact articulation or transfer of credits to four-years schools. In fact incorporating OER has been supported by the CCC Board of Governors and the Academic Senate.

According to Mahon, O'Donnell & Shelbani (29):

> Open Educational Resources constitute a new frontier for higher education faculty… Some materials available via the Internet are superior to any textbook faculty might require students purchase at the bookstore… Faculty need to consider the mix of materials they use to educate their students with care, but the fact that course materials originate on the Internet is not an obstacle to a course's potential to articulate and transfer.

Students can pay an estimated $1000 per year in textbook and course fees per year (Illowsky). The use of OER is encouraged as an alternative to the high cost of publisher materials. Mahon, O'Donnell & Shelbani describe how course materials can be compiled from a variety of academic resources (29):

> For articulation purposes, the term 'textbook' refers to the primary reading materials students must master in order to complete a course…. It does not matter whether such a text is obtained from the college bookstore or via the internet… the use of any combination of these kinds of materials [novels, monographs, primary source anthologies, scholarly journal articles] should provide no threat to articulation.

While the challenge is finding materials that meet post-secondary standards of quality, there are many online resources and repositories available – the majority of which include peer reviews/stringent submission guidelines. For a list of some of these resources, check out the Course Content Resources page.

In addition, there are resources available for instructors to become more familiar with and develop their own

OER. For more information, look at this **Introduction to Open Education Resources Tutorial** for an overview of OER and the **OER Handbook for Educators** .

Letting go of a traditional textbook can be a bit disconcerting, but, as institutions are shifting increasingly toward providing **high quality affordable content that takes full advantage of state-of-the art advances in technology**, this is becoming more commonplace.

10. Course Scheduling & Delivery

Contents

Assigning Faculty for DE Courses

According to the Pasadena Area Community College District Policy for Distance Education, faculty **must be well-versed in online teaching pedagogy** in order to teach distance education courses. This means that faculty should have either completed the **New Online or Hybrid Instructor Training** or, in lieu of training, have been cleared to teach by the Distance Education Department because of prior online teaching experience or coursework.

Faculty who have not been cleared by the Distance Education Department cannot teach online or hybrid courses. This applies to full-time and adjunct faculty members alike. Assigning a general **STAFF** to any distance education course section in the **Schedule of Classes** does not comply with district policy.

While the Distance Education Department understands that this may place some undue constraints on staffing, this policy is in place to make certain that online and hybrid course delivery meets Federal, state and WASC quality standards for online instruction. Contact the Distance Education Department for any questions about or assistance with faculty training concerns.

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 PCC'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 **Check-In Assignment**.

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, footnotes for **fully online courses** at PCC need to be explicit about:

The Course Check-In Assignment	**If students do not complete a documented assignment within 24 hours of the first day the course begins that actively engages them, then they will be dropped from the class.** E-mailing the instructor at a personal e-mail address or counting logins as 'attendance' do not fall within these guidelines.
Course Communication	**Communication with instructors must originate from within the CANVAS LMS (the INBOX).** Instructors can no longer require students to contact them via their personal email. This is so that PCC 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.

Footnotes for **hybrid courses** at PCC 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 will 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

Online Footnote	No on-campus meetings required. Just before the semester begins, students receive a welcome e-mail with detailed course information at the e-mail address provided to PCC at registration. Students **MUST** login to the course at **https://canvas.pasadena.edu** to complete an introductory assignment by midnight, (***insert date for day after course begins***), or you may be dropped from class. For the drop policy and course computer requirements see **http://online.pasadena.edu**.

Standard Hybrid Footnote

Orientation Only	***Section Number*** is mostly taught online. One REQUIRED on-campus meeting: Orientation on (***list required meeting with day, date, time, class***). Students **MUST** attend Orientation, or they may be dropped. Remaining course hours will be online at **https://canvas.pasadena.edu**. For the drop policy and hybrid course computer requirements see **http://online.pasadena.edu**.

Welcome Letter and Online Syllabus

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 must introduce the course and login information with a **welcome letter before the course begins**.

The welcome letter	• Helps students unfamiliar with the distance education environment understand course expectations. • Tells students how and where to login. • Lets students know where to go for technical help and support. • Establishes rapport and promotes regular effective contact with the students early on.

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**.

The online syllabus	• 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.

Welcome Letter & Online Syllabus Differences

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

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 first week	• Required textbook(s)
	• Login information/link
	  ◦ CANVAS URL
	  ◦ Login instructions
	  ◦ CANVAS support link
	• Getting started/orientation links/course Check-In
	• Syllabus location

Additional information/links	• Distance education student resource(s)/website • Information about accessibility & link to DSPS website • Self-assessment for online learning links • Technical support
Preferred method of contact	• Where & how to post/email questions • Format of contact

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 Map** helps students understand site navigation. In many online syllabi, this is often embedded within the text of the contract components. For example: "*You can respond to the Discussion Board by clicking the **DISCUSSIONS** link on the Course Menu.*" It is also possible to include a separate section in the

syllabus with a guide to important links.

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/objectives
• 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

The following are PDF templates and examples for a **Welcome Letter** and **Online/Hybrid Course Syllabus**.

Welcome Letter

- TEMPLATE PDF
- COMPLETED EXAMPLE PDF

Course Syllabus

- TEMPLATE PDF

- COMPLETED EXAMPLE PDF

11. Accessibility, Privacy & Copyright

Contents

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 those students who have special needs and require assistive technology in mind.**

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**, that 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, **Real Connections: Making Distance Learning Accessible to Everyone** 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 Online Courses, a 4-week course required for all new online and hybrid instructors and recommended for existing online and hybrid instructors is available through the **@One Project**. Contact the Distance Education Department for a scholarship code prior to registering for the course.

For more information about how to make courses accessible, contact the Distance Education Department and Disabled Student Programs & Services.

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 PCC, this is through DSPS) 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:

504	**508**
Guarantees **accommodations for an individual**	Guarantees **access for all**
Is handled by **specific departments** such as **DSPS**	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 & State Guidelines

Federal guidelines for accessibility:	**State requirements** that apply to distance education:
• All applications should have accessibility features activated.	• Students should be able to use their preferred means of assistive technology.

- 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.
- 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.

- 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.

Captioning Guidelines

The following are guidelines for when to capture 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

The Distance Education Department has secured two grants for 2012 that provide additional resources to PCC faculty for captioning video materials, the SASI Innovation Award for Lecture Capture Technology and 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 @ PCC

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

PCC defines **Educational Records** as the following:	PCC defines **Directory Information** 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	• Name • City of Residence • Major • Extracurricular Activities • Sports (including Weight, Height, Age) • Dates of Enrollment • Degree • Awards Received • Previous Educational Institution Attended

FERPA & Distance Education

Policy Guidelines	What this means @ PCC
§ 99.3 A "student" is defined as an individual who is or has been "in attendance" at an educational agency or institution and regarding whom the agency or institution maintains education records. The final regulations add other situations in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunications technologies. This change will ensure that individuals who receive instruction through distance learning and other contemporary modalities are covered as "students" and, therefore, that their records are protected under FERPA (US 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 TAs, 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. Before any distance education instructor can give course access to an assistant, they need to do make certain that: • All unclassified employees are in the PCC Human Resources system and officially assigned to the instructor of record. • All unclassified employees understand FERPA regulations and sign a **Pasadena City College Confidentiality Compliance Form.** • All unclassified employees have on file a

	Distance Education Add Request to be completed by the instructor of record. Instructors should work with the Distance Education Department to determine control panel access that is FERPA compliant.

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 **Privay Concerns for ePacks.**

In cases where e-Packs are being considered for course content, faculty should contact the Distance Education Department 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 Department 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 PCC, 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 College's **acceptable use of electronic resources policy**.

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**.

12. Accreditation

Contents

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, 2010).

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 PCC. 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 PCC.

WASC Policy

Policy Guidelines	What this means @ PCC:
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	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.

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, 2010).

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:
    - Appropriate training.
    - Means for ongoing professional development.
    - Sufficient resources for technical and pedagogical support.
    - The same evaluation system as in the face-to-face classroom.
- Students should have:
    - Appropriate technical and pedagogical training in the course delivery method.
    - Expectations that distance education courses will provide the same level of instruction as face-to-face courses.
    - A clear idea about the technical skills needed for the course
    - The same level of interaction with and access to the instructor as in face-to-face courses.
    - The same access to support services as on-campus students.

13. PCC Course Policies

Contents

PCC 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 PCC 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 Pasadena Area Community College District Policy for Attendance, Class Drops and Auditing **courses.**

PCC's Attendance Policy

Policy Guidelines	What this means for distance education
• Students at Pasadena City College are expected to attend every session of each class in which they are enrolled. • Instructors may consider 3 tardies the equivalent of 1 absence. • Non-participants (in a class) are defined as students who have continuous or cumulative absences totaling at least 12.5 percent of the total hours the class is scheduled to meet. In a regular 16-week course, for example, a student becomes a nonparticipant when his or her cumulative absences reach the number of hours a class is scheduled to meet in a two-week period. • 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 **10 days before the first day** the class begins.

Determining participation grades	• 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. ◦ 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)
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. For example –

	assignments might be emailed to the instructor directly but **discussions** posted in the unit/weekly discussion board.
	• 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. If accepted consider the following:
	  ◦ Specific **final deadline** for assignments.
	  ◦ Specific **point value** deduction for late assignments (letter grade/percentage/points).
	  ◦ **Where** students will post late work.
	• Be clear if late work will be accepted due to extenuating or **'legitimate circumstances'**.

Drop Policy

Federal Guidelines

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 fraud in online programs, the US Department of Education has recently determined that there should be "regular and substantive interaction between students and faculty" in online courses (Salomon and Murray).	It is not enough to evaluate a student's attendance based solely on the number and frequency of logins or through course statistics on the LMS. The new guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class. Although guidelines have yet to be created, instructors must drop students based on their participation in class. 'Attendance' (through logins) is not the same as participation. Participation means actively completing course activities such as assignments, assessments, posting on discussion forums, etc. **Participation policies must be clarified in the online syllabus**.

PCC's Drop Policy

All distance education courses currently follow the Pasadena Area Community College District Policy for Attendance, Class Drops and Auditing courses. PCC is working towards making the Add/Drop procedures fully online by the 2012 academic year.

Policy Guidelines	What this means for distance education

• Each instructor is required to 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, see the official policy to determine the census date or contact the Registration Office.) • 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 the Registration Office, or by using the telephone 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

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

Establishing a drop policy	• Create a course **Check-In Procedure**, such as a discussion forum, an introductory email students send to the class, or a self-assessment. Simply having the student login for the first day of class is not enough. New **Federal guidelines to prevent financial aid fraud** state that **student logins no longer count as participation**. • 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 **MIS Online Services**. After a student is dropped through the PCC system, changes will automatically appear in the LMS. Updates occur about every 2 hours during the times that the MIS system is open.

Add Policy

All distance education courses currently follow the **Pasadena Area Community College District Policy for Attendance, Class Drops and Auditing** courses. PCC is working towards making the Add/Drop procedures fully online by the 2012 academic year.

PCC's Add Policy

Policy Guidelines	What this means for distance education
• …Students may add classes with an approval signature from the instructor. The instructor's signature indicates that there is room in the class and the student has a reasonable chance of catching up. • Students will not be allowed to add a full-term class after the second week of the term. • The new unpaid wait list process will take affect Spring 2011. Students on a registration wait list are not required to pay for the class until they are added by the instructor.	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 course by.

Added Students in CANVAS

As with face-to-face classes, all student adds go through **MIS Online Services**. All students are put on an unpaid waitlist.

Before the first day of class	The system automatically provides students with the add code sent to them directly by email. After a student receives their add code, 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	Rosters are loaded with the add codes included. Instructors can then provide students on the waitlist with the add code. 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. Add codes will not be released to the instructor until the first day of the course.

Once the student adds themselves through the PCC registration system, changes will appear in the LMS. Updates occur about every 2 hours during the times that the MIS system is open. 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 **Pasadena Area Community College District Policy for Standards of Scholarship.**

PCC's Grading Policy

Policy Guidelines	What this means for distance education
• It is the policy of the Pasadena Area Community College District that appropriate evaluation of each student's academic performance is an integral part of the student's learning experience at Pasadena City 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. 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.	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 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.

Grading in CANVAS

CANVAS has many tools that streamline the online grading process for instructors and help notify the instructor of students who many need additional support in the course.

SPEEDGRADER	An all-in-one grading system, **SpeedGrader** allows instructors to see when assignments were submitted as well as grade assignments within a special browser. This browser has one frame for the assignment itself (converting it, regardless of format) and then another frame which allows instructors to give written, audio or video feedback to the student. **Rubrics** can also be linked to assignments in **SpeedGrader**. **SpeedGrader** can be downloaded as an iPad app for use on-the-go.
GRADEBOOK	The **Gradebook** lets instructors view grades for all the CANVAS classes they are teaching, notify students of their grades in a variety of formats, and inform instructors of student performance — particularly those students who may need additional help. The **Gradebook** also allows instructors to create custom grading and weighting scales, compare data across course sections and download grades for offline use.
RUBRICS	CANVAS has an interactive **Rubric** tool where instructors can create and use course rubrics directly within the **SpeedGrader**.
COURSE STATISTICS	In the **Settings** section of the **Course Menu**, instructors can view overall course statistics such as page views, log-ins and assignment submission data.
STUDENT INTERACTIONS REPORT	In the **Grades** tool the **Student Interactions Report** shows instructors current, final and ungraded assignments.

Grade Submissions

All instructors using CANVAS are required to submit their grades by college deadlines and in accordance with current PCC protocol. However, it is necessary for instructors to archive grades and grade documentation for each online and hybrid course from the LMS site.

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 PCC's policies on academic honesty and some suggestions for ensuring academic integrity and authentication in the online environment.

PCC's Academic Honesty Policy for Students

All distance education courses currently follow the [Pasadena Area Community College District Policy for Student Conduct and Academic Honesty](#).

Policy Guidelines	What this means for distance education
Conduct prohibited by the College: ◦ Dishonesty, such as cheating, plagiarism, fabrication, or knowingly furnishing false information to the College or its officials; intentionally or knowingly helping or attempting to help another commit an act of dishonesty. ◦ Unauthorized use of computers and telecommunication resources, including but not limited to: ▪ Unauthorized entry into a file to use, read, or change the contents, or for any other purpose; ▪ Unauthorized transfer of a file; ▪ Unauthorized use of another individual's identification and password; ▪ Use of computing facilities to interfere with the work of another student, faculty member or College official; ▪ Use of computing and telecommunications resources to send obscene or abusive messages.	The guidelines for academic honesty in face-to-face courses also apply to students in online and hybrid courses. Plagiarism, disruptive behavior (such as improper discussion posts or poor **netiquette**) and taking an exam for someone else are all violations of student conduct guidelines. There is little evidence to suggest that online and hybrid students are more likely to cheat. In fact, the few studies that have researched this issue found that online students were less likely to engage in academic dishonesty than those in face-to-face classes. In part this may be because of the nature of the distance education environment where, because of **regular effective contact guidelines**, instructors often have more interactions with individual students. Students who are able to learn at their own speed and who are provided with many different forms of alternative assessments may also be less likely to 'panic cheat', that is, impulsively cheat during an exam (Stuber-McEwen, Wiseley & Hoggat). Perhaps the biggest challenge in the distance education environment is **student authentication**. Using PCC'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.

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 groupwork and how those differ from unauthorized collaboration on class projects. • Let students know what the consequences will be for academic dishonest behavior. ("A Guide for Faculty")
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. ("Best Practice Strategies")

Academic Honesty and CANVAS

In addition to incorporating best practices for academic honesty into online and hybrid courses, there features and additional software services that help prevent plagiarism in CANVAS. Please check back to this section periodically, as software packages and features are added and updated frequently.

TURNITIN	Turnitin is web-based service which can be used directly with CANVAS that identifies plagiarism in student work. The software then completes an **Originality Checking** process that compares student work against internet and database sources.

14. PCC Faculty Policies (Pending)

Contents

Because of the nature of the distance education environment, there are special considerations that pertain to office hours, workload, class size and faculty evaluations.

These recommendations, developed by the PCC **Academic Senate Distance Education Committee and Task Force**, have been approved by the Academic Senate Committee. This section provides a summary of these recommendations as found in the PCC Distance Education Policies and Procedures Recommendations.

All recommendations are currently awaiting the approval of the Pasadena City College Faculty Association.

As some policies and procedures for online and hybrid courses may change in faculty negotiations, please refer back to this section of the handbook periodically for the most current guidelines for distance education courses.

Recommendation for Office/Conference Hours

In accordance with the **PCC Contract Agreement regarding Conference Hours**, all full-time faculty are required to hold office hours. Full-time faculty members who teach online and hybrid classes may hold a percentage of their office hours online that is proportional to their online teaching load.

General office hour guidelines:	• Online office hours **cannot be more than 40%** of the total number of hours required. • The **maximum number** of online office hours is **2.25 hours** (2 hours and 15 minutes). • The remaining percentage of office hours, **3.25 hours** (3 hours and 15 minutes — 60%), **must be held on campus**. • Office hours **must be posted** on the online **course syllabus** as well as any other place the Division requires.
Holding office hours:	• Office hours should be scheduled over **at least 2 days** in blocks of **30 minutes or more**.

	• Office hours require **synchronous communication** (chat, text messaging, video conference, etc.) **that can be documented**. This means that office hours **must either be held using** Conferences in the CANVAS system **or** CCC Confer. (At present CANVAS Conferences can be held for only that particular class section, CCC Confer allows access to all courses during an allotted block of time.)
Hybrid course office hours:	• For hybrid courses that carry **"on ground" sessions** at various points throughout the academic period, office hours **must be held on campus** at an agreed upon location. • For a hybrid course that is mostly online (for example, courses that have only an on campus orientation or assessment), faculty can **hold required office hours through CANVAS or CCC Confer** for that office hour session.
Online course office hours:	• For fully online courses with **no on campus meetings**, faculty can **hold required office hours through CANVAS or CCC Confer** for that office hour session.

Recommendation for Course/Teacher Load

Teaching online involves a different set of pedagogical and time management skills than face-to-face courses. Distance education course loads should reflect this.

Guidelines for full time faculty:	• Online teaching load should not exceed **2/3**of an instructor's full-time contract. • **Exception to the above guidelines:** If the Division Dean in conjunction with their faculty determines that the curricular needs of the students, classroom resources or structure of existing programs requires an increased percentage of online teaching load in some semesters, the usual load may be adjusted accordingly. • Instructors who are teaching online for their first semester may not teach more than **2 online course sections.** • Instructors who are new to PCC but who have taught online at another accredited college or university may not teach more than **2 online course sections** during their first semester at PCC.

Note: Teaching distance education courses is voluntary. Faculty will not be negatively evaluated if they do not wish to teach distance education courses.

Recommendation for Class Cap/Normal Closing Numbers

Title 5 guidelines for **instructor workload** and **regular effective contact** as well as **WASC accreditation**

standards require that instructors have continuous and substantive communication with their online students.Because of this, online and hybrid sections are capped at sizes small enough to successfully meet student learning outcomes. Normal closing numbers are determined by faculty and Division Deans using the process established by C&I.

Guideline for online courses:	• Facilitated fully online course normal closing number should be no more than **30 students per course section**. • In cases where the normal closing number **is less than 30**, this number should also be used for online courses.
Guideline for hybrid courses:	• Hybrid course normal closing numbers for should not exceed the face-to-face maximum. It is preferable that hybrid courses be capped at **30 students per course section**. • Larger hybrid courses should compensated by additional credit in course load assignment in the same manner as face-to-face sections.

Recommendation for Faculty Evaluation

Faculty evaluation is a critical process for ensuring quality of instruction. Evaluations allow faculty to identify areas that need improvement, meet course goals, determine the most appropriate and effective instructional strategies and guarantee the satisfaction of the online student population.

For distance education courses, evaluations follow a similar procedure for face-to-face classes as detailed in the PCC/CTA Contract, but with a few modifications to reflect the nature of the distance education teaching environment. As with face-to-face courses, full-time permanent faculty will undergo evaluation **every 3 years** and temporary/contract faculty **every year**.

The components of the distance education faculty evaluation process are:

Student Evaluation:	• During the appointed semester of evaluation, faculty who teach both distance education and face-to-face classes **must have at least one distance education course** evaluated. • All student evaluations of online faculty will be conducted securely and anonymously.
Self-Evaluation Report:	No specific changes to the face-to-face faculty evaluation process have been proposed for distance education courses at this time.
Visitation & Report:	As with face-to-face courses, online courses will be assessed by a peer evaluator and Vice President designee from the department/division. • If no member of the department has had distance education teaching experience, either an experienced evaluator/VP designee from another department/division may be chosen.
Procedures for distance education course visitation:	

1. Evaluator should request permission to enter evaluatee's course during a specific period of time. It is recommended that this window extend for the duration of one learning unit (preferably between 1-7 days). 2. Only the evaluator (and experienced online educator if assisting the evaluator) will have access to the virtual classroom. 3. The evaluation team will not have direct online contact with students enrolled in the course. 4. It is recommended that the evaluatee guides the evaluation team through the course by providing directions, explaining features of the course and exploring the course with the team members. This assistance can be in person or using other synchronous methods.	
Instructor-Peer Conference:	The peer evaluator will use the **Distance Education Faculty Evaluation Addendum**, which is in addition to the evaluation instruments approved by the Faculty Association for face-to-face instruction.

15. Glossary of DE Terms

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**, **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.

CANVAS – The learning management system used at PCC.

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.

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.

Form D – A supplemental document detailing the distance education component of a course that undergoes a separate Curriculum & Instruction Committee approval process.

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).

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.

Rubric for Online Instruction (PDF) – Guidelines for creating online courses originally developed by the California State University, Chico which support PCC'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.

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 PCC.

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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17. Text Equivalents of Images

Contents

Program Development

Planning DE Course Offerings

The following 4 questions should help inform program design:

- How does this course fit into the current program plan?
- What impact will this course have on the department's enrollment numbers?
- Is this a course that could be part of a GE/degree/ certificate fast track?
- What are the department's resources for course development?

Depending on the answers, a course should/should not be developed.

Course Development

Sample Timeline for Course Development

Summer

- Plan Your Proposal
- Submit C&I Proposal Summary Form
- Begin Online Training (as needed)
- Contact the DE Department

Fall

- C&I Curriculum Training
- Faculty Assigned to C&I Cohorts
- C&I Proposal Feedback
- DE Form D Consultation w/ DE Department
- DE Form D Approval by DE Department
- C&I Committee Review
- C&I Proposal Consideration & Voting

Spring*

- Course Development
- DE Course Review & Approval

Summer/Fall*

- Course Goes Live

*Distance Education policy and timeline pending.

Form D

Existing Course of Record Flowchart

1. Form D exists in WebCMS for Credit/Non-credit Courses
    1. If Form D is more than 5 years old: Submit Revised Form D in next full C&I cycle.
    2. If Form D is less than 5 years old: No revision is necessary. Use Form D as a guide for course development if there is no Master Course.
2. Form D exists in WebCMS for Career & Technical Education Courses
    1. If Form D is more than 2 years old: Submit Revised Form D in next full C&I cycle.
    2. If Form D is less than 2 years old: No revision is necessary. Use Form D as a guide for course development if there is no Master Course.
3. No Form D exists in WebCMS
    1. It is recommended that full time faculty should begin work on Form D for next full C&I cycle after completing the **Introduction to Online Teaching & Learning** course.

Course Design

Bloom's Taxonomy Diagram

This is an inverted pyramid. At the point, balancing all the other skills is **Remembering**, meaning that it is the most basic skill in terms of cognitive processes. From there, the skills advance in the following order:

- Understanding
- Applying
- Analyzing, Evaluating, Creating (these three skills share the same level of the pyramid)

Course Assessment

Formative & Summative Assessment

Formative Assessment Diagram

Shows a circle with the following labels forming a cyclical process:

- New Content/Concepts
- Discussion Post
- Feedback from other students and instructor
- Deeper understanding of content

Summative Assessment

Shows a linear equation. Content + Assessment = Grade

Integrating Assessment Types

Shows a funnel that contains the following parts of a paper: Drafts, Outline, Peer Review. These elements are then incorporated into the final label on the diagram — Final Paper (graded).

Authentic Assessment & Course Design

Shows two paths, one with Traditional assessment, and the other with Authentic Assessment.

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.

Creating Rubrics

The following steps are listed:

1. List assignment objectives
2. Develop quality work criteria for each objective
3. Determine performance benchmarks & point values
4. Write benchmark descriptors for quality work criteria