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EXECUTIVE SUMMARY

In late 2014, Mt. San Jacinto College has been selected as a Full Launch Pilot School by the California Online Education Initiative (OEI). The mission of the California Community Colleges Online Education Initiative (OEI) is to dramatically increase the number of California Community Colleges (CCC) students who obtain college associate degrees and transfer to four-year colleges each year by providing online courses and services within a statewide CCC Online Education Ecosystem (OEE).

MSJC is one of eight pilot schools selected from 57 applicant institutions, and it will continue as a pilot school through 2016. The first direct involvement with the OEI will occur in the Fall of 2015 when one or more MSJC DE courses will be included in a pool of courses hosted on the OEI common course management system (CCMS). It is expected that more MSJC courses will be added to this pool over time. MSJC will work to ensure the suitability of its shared courses by addressing student and faculty readiness, course design quality, learner support and virtual support infrastructure through statewide vetted and subsidized technology and services.

Several of MSJC faculty participated in weekly meetings OEI conducted to establish the CMS selection criteria and then voted in the actual selection process at OEI’s CCMS Selection Meeting.

ETC is working with the MSJC Research Department to capture and analyze student enrollment retention and success rates in DE courses. The purpose of obtaining this data is to effectively set policies and practices that will increase student retention and success rates in DE courses.
The purpose of the Distance Education Plan is to outline program initiatives, including but not limited to: mission, governance, and support. It will also present all Distance Education (DE) related technology-oriented goals in relation to the MSJC District’s Technology Master Plan.

As stated in the Strategic Plan 2015-18, one of the five institutional goals at MSJC is Student Success: *Reduce time to completion of student educational goals to increase degree, transfer, and certificate completions.* Furthermore, one of the stated objectives in the Strategic plan clearly identifies the need to increase online course completion and success rates. Therefore, the DE Plan will focus all objectives and initiatives towards achieving the improvement of student retention and success rates in online courses.

The Library and Technology Unit Plan of 2012 advocates both adding DE resources and staff (short term goal) and the development of a Virtual College (long term goal). This plan also mentions that DE also needs staffing in the form of instruction design support (first requested in 2008). More recently, there has been a serious discussion about the need for designated DE Support Centers at both the SJC and MVC. These centers, which could be staffed by a Full-time DE Coordinator whose responsibilities were divided between the two campuses, would offer support, mentoring and course design assistance for all DE faculty.

In 2010, goals that were directly tied to DE were included establishing a DE Department/Program distinct from Instructional Technology Services (ITS) as a service area and as an instructional center with instructional design capability. The new DE Department will exist as a comprehensive entity for planning, resource support for policy development, and professional development. Mt. San Jacinto College Education Plan, 2009-2016, acknowledges the growth of DE and supports plans to implement a full-time DE Coordinator and DE Support Centers.

Mt. San Jacinto College Mission Statement:

> *Mt. San Jacinto College offers accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals. We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates which meet workforce development needs in our diverse communities. Our commitment to student success empowers students with the skills and knowledge needed to participate meaningfully in today’s complex world.*

**VISION STATEMENT:**

Students will have access to quality education that is comprehensive, engaging, and promotes student success in online environments.
MISSION STATEMENT

In support of the mission and vision for Mt. San Jacinto College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education anytime, anywhere.

OVERALL PROGRAM PHILOSOPHY

Mt. San Jacinto College (MSJC) supports a Distance Education Program to meet the challenges of today and future decades of its student population by utilizing different delivery modes and offering online and hybrid/blended courses. This document describes the philosophy and policies that determine the methodologies used to offer distance education courses at MSJC, while allowing for flexibility in the planning, design, development, implementation and evaluation of any such course offerings as different technology tools emerge and the mission of the college adapts to the needs of the community it serves.

INTRODUCTION

This plan represents a revised and updated version of an earlier plan that established the MSJC DE Program as separate from the Educational Technology Committee (ETC). This plan makes suggestions for teaching and learning that will strive to improve student success and sustain the MSJC DE program. At the end of each section there will be an action plan addressing specific items that the committee considers integral to the sustenance, evolution and future development of the MSJC DE Program.

While this plan forms the foundation and basic structure for the MSJC DE Program, it must be noted that technology is always evolving. As a result, this plan is designed to be a fluid document, and it is the intention of the committee that it be reviewed and revised as needed throughout the evolution of the DE Program. An annual review of this plan will take place every April by the ETC to allow appropriate revisions as needed.

Many issues involving the development of a DE Program require consideration by the Board of Trustees, Academic Senate, online teaching faculty, students, administration, and the MSJC Faculty Association; therefore, the ETC will be responsible for conducting review and revision sessions and will work in consultation with all stakeholders in a participatory governance setting.

DISTANCE EDUCATION PROGRAM STATUS, SPRING 2015

Overview: In the Fall of 2014, MSJC offered 220 fully online course sections and 65 hybrid sections. There are approximately 150 faculty members, both full-time and associate faculty, involved in online teaching during any given semester.

- 37% of online sections are taught by full-time faculty as compared to 21% of face-to-face sections.
- In the Fall of 2014, 33% of MSJC students were enrolled in at least one fully online or hybrid course. Fully online and hybrid courses accounted for 18% of the college’s term FTE.
- There are over 135 distinct courses in the inventory of DE courses and several degrees are fully available online. All GE and IGETC areas are represented by online courses and there are four
Associate Degrees and over ten certificates/employment concentrations in which programs have over 50% of their courses available via DE.

The MSJC District has been designated as a “pilot” district for the California Online Education Initiative (OEI). It is anticipated that one or more MSJC courses may be used in the rollout of the OEI program in Fall 2015. It is also anticipated that the MSJC District will continue to collaborate with OEI as it offers a Common Course Management system and more online classes to its offerings.

- MSJC DE Program has adopted the OEI Quality Course Standard Rubric and will be utilized in faculty teaching and learning and course development for the intent of increasing success and retention rates in DE.
- MSJC DE Program will review OEI Student DE Orientation (Fall 2015), for possible adoption as the standard student online orientation for the intent of increasing success and retention rates in DE.

Faculty Support:

- A Memo of Understanding (MOU) delineating issues related to DE Instruction including Faculty Load and Intellectual Property rights expired more than five years ago. Load is currently limited to 60% of a full-time instructor’s teaching load by Deans who use their right of assignment to enforce this limit. There are no current plans for the MSJC Faculty Association to revisit or negotiate any issues related to DE Instruction.
- Other support responsibilities are listed later in this document under the district standards.

DE DEPARTMENT DEVELOPMENT PLAN

As DE at MSJC grows it makes sense to develop a DE program. In addition, by faculty request, a physical location to house the DE department along with an active lab for faculty training and development should be established on each campus.

A DE program supports the outcomes of the ETC Fall 2014 faculty and student focus groups. The DE program will serve as the foundation for the identified future goals to increase online success and retention rates. The goal of ETC for 2014-15 is to identify DE student retention and success rates at the state and local level.

This department would be responsible for assuring that the standards addressed in the DE Plan are met and focus on quality DE program offerings. The department would be responsible for procuring and managing the hardware and software involved in the delivery of DE courses, take a lead role in professional development for faculty, and provide instructional design support. In addition, the DE program will support student success online development materials and orientations.

As the first step towards the DE department, should be created as follows:

1. Incorporate one full-time faculty member at 100% resigned time to fulfill the position of DE Coordinator for the district with the possible title of Faculty Director of Online Education (Fall 2015)
2. Incorporate/Hire one full-time Online Course Designer for the District (Spring 2016)
3. Identify a physical location to house the department and an active lab for faculty training and development on MVC and SJC (Fall 2015)

Planning for the growth and development of the DE department would be emanated from the Dean of Academic computing, Technology, and Distance Education office. This new department would be staffed as seen in the staffing plan that follows and would focus on the instructional technology and DE needs of the district. The department would consist of the Dean of Academic Computing, Technology, and Distance Education, the DE Network Coordinator, the Help Desk Technician, the Faculty Director of Online Education, and the Instructional Technology Support staff. Furthermore, to keep the MSJC online program competitive with other colleges and cutting edge in effective online instruction and pedagogy, a DE team (as indicated above) is needed at MSJC. Our community college counterparts that are leaders in online instruction with high success and retention rates have similar infrastructure in place. Therefore, MSJC must develop a DE department and team to stay competitive in high success and retention rates in online courses.

New or Re-organized positions needed:

<table>
<thead>
<tr>
<th>Position Needed</th>
<th>Duties</th>
<th>Date Needed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Networks Supervisor</td>
<td>Supervise the DE Network Coordinators and general infrastructure needs</td>
<td>Fall 2017</td>
<td>This position to stay within the ITS department and be leveraged as a liaison for the DE department.</td>
</tr>
<tr>
<td>DE Network Coordinator (2)</td>
<td>Allow for 24/7 on call monitoring of DE infrastructure</td>
<td>Fall 2017</td>
<td>Net new hire one position (one position current)</td>
</tr>
<tr>
<td>Help Desk Technician</td>
<td>Maintain help desk functions and assist with DE department as needed</td>
<td>Fall 2016</td>
<td>This position is currently overextended. Adding an additional net new position focused on online technologies.</td>
</tr>
<tr>
<td>Faculty Instructional Designer (2)</td>
<td>Assist faculty and staff (district-wide) with development of course materials</td>
<td>Spring 2016 Fall 2017</td>
<td>Net New hire</td>
</tr>
<tr>
<td>DE Coordinator (Faculty Director of Online Education)</td>
<td>Facilitate and/or oversees all faculty development activities, co-chairs ETC, and provides support to</td>
<td>Spring 2016</td>
<td>Non-teaching 11 month</td>
</tr>
</tbody>
</table>
The below table is an aggregate of all the action plans within the Distance Education plan.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>DATE</th>
<th>COST</th>
</tr>
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<tbody>
<tr>
<td>Provide DE students with access to Counseling and Advising Services comparable to FTF students.</td>
<td>Develop a process that counselors can use to meet with DE students in a secure environment using e-conferencing or other web based tools. Possibly utilizing CMS, which will guarantee student authentication.</td>
<td>Student Services administration and staff in collaboration with DE Coordinator and Dean of Academic Computing, Technology, and Distance Education.</td>
<td>Spring 2017</td>
<td>$5,000 (one time cost)</td>
</tr>
<tr>
<td>Update and expand our online orientation process for DE students.</td>
<td>The current orientation was re-designed in Fall 2014. In addition, there are possibilities to implement the OEI online student orientation into MSJC DE program. Provide training to student services staff and counselors as to what skills are needed by students to assist with persistence, retention, and success rates.</td>
<td>Follow the possibility of utilizing OEI online student orientation and provide training and information to student services staff and faculty once each academic year.</td>
<td>Recurring Annually</td>
<td>Subsidized by OEI $500 (annually)</td>
</tr>
<tr>
<td>Support for faculty designing DE courses that result in quality</td>
<td>Course Design and Support Team (DST), will consist of DE Coordinator, Course Designer, and seasoned online faculty to create a</td>
<td>DE Coordinator and Dean of Academic Computing,</td>
<td>Spring 2016</td>
<td>Stipend TBA</td>
</tr>
<tr>
<td>Action</td>
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<tr>
<td>Provide DE students with access to online tutoring and supplemental instruction that is both through MSJC tutoring center and third party services.</td>
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</tr>
<tr>
<td>Utilize Supplemental Instruction (SI) in online courses with e-conference tools and methods, use online tutoring as an extension in our Learning Resource Centers (LRC), and follow the design for online tutoring that will be adopted in OEI.</td>
<td></td>
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<tr>
<td>Provide faculty with professional instructional design support (see staff development chart in DE Department Plan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create an Instructional Design position</td>
<td></td>
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<tr>
<th>Schedule</th>
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<tbody>
<tr>
<td>Phase in Spring 2016</td>
</tr>
<tr>
<td>Fall 2016 $95,000 annually ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for Tutors and SI Leaders $1000 (Possible Title V and BSI and STEM Funding)</td>
</tr>
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</table>

<table>
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<tr>
<th>Team</th>
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</thead>
<tbody>
<tr>
<td>Team of peer reviewers to provide a course design development life cycle for faculty use (see figure below) and provide support through the development process.</td>
</tr>
<tr>
<td>Technology, and Distance Education</td>
</tr>
<tr>
<td>DE Coordinator and Dean of Academic Computing, Technology, and Distance Education</td>
</tr>
<tr>
<td>Dean of Academic Computing, Technology, and Distance Education</td>
</tr>
</tbody>
</table>
DEFINITIONS

Title 5 Section 55200. Definition and Application

*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. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).* NOTE: Authority cited Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq. Accessibility Guidelines

MSJC Definitions: While the DE Regulations released in 2008 by the Chancellor’s Office define what the criteria is for distance education, it is up to individual colleges to develop functional descriptions that inform students prior to their enrolling in distance education courses. Therefore, in the schedule of classes, it is critical that online and hybrid courses are clearly defined and identified. In an effort to be clear with students, functional descriptions have been agreed upon by the faculty (Academic Senate and ETC) and the administration. When a DE course appears in the schedule of classes it is identified as Online or Hybrid as described in the table below.

In addition, the table below identifies descriptive terminology used throughout this plan and in the marketing of the program. The identifier, “technology mediated education” will be a term for internal use, primarily in reference to faculty and staff training, and will not be used in marketing. Rather, there is a disclaimer in the MSJC schedule that notifies students that most MSJC courses require the use of CMS and lets students know where resources for CMS can be accessed.
<table>
<thead>
<tr>
<th>Descriptor</th>
<th>MSJC Definition</th>
<th>Processing</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Online</td>
<td>Courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to an MSJC learning center to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.</td>
<td>Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact)</td>
<td>Recommended faculty readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.</td>
</tr>
<tr>
<td>Hybrid</td>
<td>Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to an MSJC site for any reason (testing, orientation, etc.).</td>
<td>Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact)</td>
<td>If students are required to come to an MSJC site for any reason, the course is declared a hybrid course to notify students of this requirement. Recommended faculty readiness standards are met prior to online teaching.</td>
</tr>
<tr>
<td>Virtual Hybrid</td>
<td>All course activities take place online. Online synchronous activities are scheduled along with asynchronous online activities. Dates and times for online synchronous activities are posted in the schedule of classes.</td>
<td>Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact)</td>
<td>Recommended faculty readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.</td>
</tr>
</tbody>
</table>
**Web Mediated/Blended**

Face-to-face courses that require the student to access the Internet and/or CMS as part of the course work.

These courses at a minimum will declare the required online use in the course syllabus. An informational note appears in the MSJC schedule as follows: In many MSJC courses, students are expected to be able to access the internet and the MSJC CMS infrastructure either at home or from the campus learning resource centers where assistance for using these technologies is available.

This definition will be used for staff development planning and may be seen by students if needed.

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**ORGANIZATIONAL STRUCTURE:**

The following is a listing of the positions that relate to the administration and implementation of the MSJC Distance Education Program:

- **Vice President of Instruction:** Supervises the Dean of Instruction: Academic Computing, Technology and Distance Education and is ultimately responsible for the administration of the Distance Education Program.

- **Dean of Instruction: Academic Computing, Technology and Distance Education:** Directly supervises the Distance Education Program and support staff, administers the DE budget, reports to the Board of Trustees on a yearly basis, co-leads planning efforts for professional development activities related to DE, monitors compliance with state and federal regulations and guidelines, and supports faculty in their course design and development efforts.

- **Faculty Distance Education Coordinator (current 60% reassign):** (District-wide full-time faculty member with reassigned time). Serves as liaison between faculty and administration in distance education matters, co-leads planning efforts for DE professional development, co-chairs the ETC, reviews and recommends for approval DE courses through the Curriculum Committee. Assists faculty with a variety of technical and pedagogical matters related to DE, and is responsible for the designated faculty resource centers and equipment. It has been recommended to Administration that 100% reassign time be given, Fall 2015.

- **DE Network Coordinator:** Provides technology-related technical assistance to faculty, staff, and students in the development, design, and implementation of DE courses; provides leadership to
faculty and staff in developing online instruction and other means of alternative delivery modes of instruction, as well as providing support services to faculty and staff in developing all means of DE.

- **Online Learning Web Site Developer**: The website developer has completed the website. Ongoing updates will be handled by the DE Coordinator and DE Network Coordinator in collaboration district Webmaster.

- **ITS Help Desk Technician**: Provides support to the user community for district-supported computer systems, software and hardware. Assists with problem identification and resolution by assisting end users as the first level of support and/or by determining escalation priority to the appropriate district personnel.

- **Faculty Peer Mentors and Trainers**: The goal is to provide specially trained and experienced DE faculty to mentor and help train MSJC faculty in appropriate DE instructional methods.

### The Role of the Curriculum Committee in Determination and Approval of DE Course Offerings:

The Curriculum Committee uses the following criteria when determining whether a course will be approved for online delivery:

1. Students benefit from having access to the course via a distance offering.
2. The Course Outline of Record has been approved or revised according to guidelines and timelines established by the MSJC Curriculum Committee.
3. A DE addendum is part of the CurricUNET course approval process and is required for any changes in DE, including adding the option of DE, removing the DE option, or changing between fully online to hybrid only or the reverse or adding one or the other as an additional offering. A DE addendum must adequately designate the following:
   - Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the approved MSJC Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy and DE Addendum in the Best Practices Handbook). [Curriculum Committee Best Practices Handbook](#)
   - Necessary technical requirements are met.
   - Accessibility is ensured as required by Section 508 guidelines. [Chancellor’s Office Distance Education Accessibility Guidelines (2011)](#)
   - All Title 5 mandates have been met and followed.
4. The Curriculum Committee recommends class size: Class size as set by the curriculum committee based upon Chancellor’s Office and Academic Senate guidelines.
5. Members of the Committee use a checklist to review DE addenda as they are submitted for approval. See Curriculum Check List within the Curriculum Best Practices Handbook: [MSJC Curriculum Committee Website](#)

### Additional Support Services:

The DE program requires additional support from many MSJC departments and programs to sustain a vital and enriched student experience and promotes student success.

- **Instructional Technology Support (ITS)**: Will assist in the coordination and the development of needed video captioning and rich media deployment.
• **Student Services:** Will continue to provide and support online Financial Aid, Enrollment and Registration services. It is recommended that Counseling/Advising provided online support systems in place for students to access the service from a distance (see Action Plan below).

• **Learning Resource Centers (LRC):** Will continue to provide student support in learning and accessing the MSJC Course Management System (CMS); Supplemental Instruction (SI) is currently being used in online Math courses; the DE program will look to expand this resource to other disciplines. The LRC continues to offer student support in tutoring for online students in a face-to-face environment although, it is recommended, tutoring expanded to include virtual tutoring services for online students utilizing e-conferencing and web-based virtual tools such as CCCConfé and Zoom (see Action Plan below). In addition, MSJC is currently using Smarthinking as an online tutoring service and has expanded student opportunity for the service by deploying a direct link from the mymsjc portal and within each CMS course shell. MSJC will also utilize OEI’s NetTutor platform and service as part of the OEI pilot.

• **Library Online Services:** Access to the catalog, e-books, electronic data bases, librarian support, orientations and specific library research documents are available online. [MSJC Library Resource Guides](#). ETC recommends adding additional databases like JSTOR that is common at other community colleges and at the universities/colleges that students transfer into after leaving MSJC.

• **Business Services:** A fully supported online bookstore is available to all MSJC students.

• **Information Technology Services (IT):** Will continue to support the infrastructure of the network and server equipment along with licensing of software substantiate a DE program.

• **Institutional Planning and Development:** The DE program will utilize the research department services to gain data in online courses with close attention directed to success and retention rates. In moving forward the DE program leaders will partner with the research department to analyze and understand the research data and adjust and/or employ directives and initiatives within the DE program.

• **Flex, Professional Development and Basic Skills Committees:** The DE program will continue to partner and utilize these committees to provide student and faculty development in teaching and learning in online and virtual environments.

**Shared Governance - Educational Technology Committee (ETC):**

Co-Chairs: Faculty Distance Education Coordinator (if there is no DE Coordinator, the committee will elect a Faculty Co-Chair from the membership)

Dean of Instruction, Academic Computing, Technology (ITS) and Distance Education

Membership:

- Administration (2)
- Distance Education Network Coordinator (Classified)
- Classified at large (1)
- Instructional Technology Services Network Supervisor
- Faculty (12)
• Students (2)

The committee recognizes the input from non-voting faculty members appointed by the Academic Senate not to exceed five additional faculty members.

Charge:

• The committee will address the evolving technology needs of Mt. San Jacinto College in a variety of areas related to the use of technology for instructional purposes.
• The committee will be the recommending body for curriculum, policies, procedures, systems, and purchases that relate to distance education and technology used for teaching and learning.

As a shared governance body, the Educational Technology Committee (ETC) shall:

• Meet once per month and submit an agenda and minutes for each meeting to each of the ETC Committee members and to the Academic Senate
• Assist in the development and deployment of curriculum for distance education including review of distance education addenda for both fully online and hybrid courses either through selecting a liaison to serve on the Curriculum Committee or through full committee review of addenda, as requested by the Curriculum Committee.
• Work cooperatively with administration and the bargaining unit as appropriate in the recommendation and development of policies related to the MSJC distance education program.
• Work cooperatively with other pertinent committees in developing and implementing staff development activities for the use of instructional technology.
• Work cooperatively with other pertinent committees in developing and maintaining a comprehensive Technology Plan for MSJC.
• Work cooperatively with other pertinent committees in the development and integration of the MSJC Technology Plan with the College’s Educational Master Plan.
• Identify potential needs for technology as they relate to instruction.
• Develop a list of recommendations for purchases and utilization of technology as it relates to instruction.
• Develop long-term goals for MSJC’s utilization of technology in instructional venues.

It is recommended that a liaison be appointed and/or review and vote to accept ICTC meeting minutes to maintain close communication and inform and support initiatives.

ETC Sub-Committee: Learning Technologies (LT)

The Learning Technologies sub-committee will address all technologies used within learning environments and related issues at the district to include CMS and district adopted learning technologies (hardware/software). The sub-committee’s key function is on learning technology usage, needs assessment, standards, messaging, etc. The sub-committee will bring updates and recommendations to the larger body (ETC) for consideration of adoption.
ETC Sub-Committee: Course Development and Support Team (DST)

The Course Development and Support Team will consist of the DE Coordinator, Course Designer, and seasoned online faculty to create a team of peer reviewers to provide a course design development life cycle for faculty and provide support through the development process. The seasoned online faculty are selected by the DE Coordinator, Course Designer, and the Dean of Academic Computing, Technology, and Distance Education and should include one member of the ETC. The role of the team members is to provide the faculty developer with assistance throughout the initial development and offering of a new course. In addition, the team will review the course organization, content, and accessibility to assist the faculty member in meeting quality standards as outlined in this plan.

ETC Sub-Committee: Remote Desktop Services Committee (RDS)

Remote Desktop Services (RDS) provides online, hybrid, and face-to-face students and faculty with a remote virtual interface to a uniform digital desktop, equipped with course software and a personal storage space available from any computer with Internet accessibility anywhere, anytime. The RDS started as a vision in Spring 2010, built by the ITS in Summer 2010, implemented and tested in Fall 2010 with Business and CIS students and faculty with success. The RDS committee was established to set guidelines and processes for adding more software as more departments and programs join the system. The RDS committee identifies and obtains funding sources to support the growth of the system.
PROGRAM AND COURSE DEVELOPMENT PROCESS

Courses are developed by faculty who are interested in teaching courses online once a DE Addendum has been completed and accepted through the curriculum process. There is a faculty readiness criteria developed by ETC and approved by the Academic Senate that recommends training for faculty members who wish to teach online. After the faculty member has completed the faculty readiness criteria they will partner with the DST and develop a timeline to the process indicated below, to complete the development of the online course. The faculty member and DST will work together to complete the indicated timeline process. The development of a separate Distance Education Department should have development equipment and software as a budget item.

After Curriculum Committee approval of the program or course for DE delivery, the following process is followed:

1. The initiating faculty member, after meeting the faculty readiness standard as outlined in this document, will begin the actual course development with the assistance of the DST. A formative review process will take place after at least two weeks of course content has been developed for DE delivery and a general timeline has been completed.
2. The Faculty Course Designer will verify that all support services that are needed for the course offering are in place (library, testing accommodations, etc.).
3. At the course mid-term point, faculty member will meet with the DST to verify and assist the instructor in making any necessary revisions as the course develops.

The following areas will be among those considered when doing a formative review (consider Teaching and Learning Standards as listed in this document):

- Curriculum alignment
- Rigor, depth, and breadth of content
- Regular Effective Contact instructor to student, student to instructor and student to student*
- Opportunities for student participation and interaction *
- Appropriate technical design*
- Effective policies including drop policy, schedules, due dates, plagiarism/cheating, etc.*
- Variety of learning activities considerate of all learning styles*
- Student assessment activities appropriate to the content*
- Availability of learner support resources*
- Compliance for authentication, Title 5, and accessibility*
- Online vs. Hybrid category for marketing (i.e. are synchronous activities required in a fully online course?)

*Assessed via the OEI Online Course Design Rubric
<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>DATE</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide faculty who are developing DE courses with review support</td>
<td>Process outlined above</td>
<td>Course Design and Support Team (DST)</td>
<td>Fall 2016</td>
<td>$0</td>
</tr>
<tr>
<td>that results in quality online course offerings.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Provide faculty with professional instructional design support</td>
<td>Propose a new position for an Instructional Course designer.</td>
<td>Dean of Instruction, Academic Computing, Technology (ITS) and Distance Education</td>
<td>Fall 2016</td>
<td>$95,000 yearly</td>
</tr>
<tr>
<td>(see staff dev. chart in DE Dept., Plan)</td>
<td>Hire 1 Instructional Designer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designate physical locations on MVC and SJC for DE program office</td>
<td>Designate one office and lab for the use to provide development in teaching and learning for online teaching faculty physical office for DE Coordinator and Instructional Course Designer.</td>
<td>Dean of Instruction, Academic Computing, Technology (ITS) and Distance Education</td>
<td>Fall 2017</td>
<td>$75,000 One-time</td>
</tr>
</tbody>
</table>
**MSJC DISTANCE LEARNING POLICIES AND STANDARDS**

**Mandatory:** All distance learning courses (fully online and hybrid) offered must be approved by the MSJC Curriculum Committee. Please see Title 5 Regulations and the MSJC Curriculum Committee’s Distance Education course approval process for additional details.

All distance education courses are recommended to be developed with the following standards in mind. These standards are followed when evaluating the growth and success of the programs herein described. Administrators and department chairs will support these standards as clear objectives necessary for student success. As faculty develop courses in fully or partially online methodologies, they should be aware of these standards as their rubric for success. For any distance education program to be successful, all constituencies involved must agree about their roles in the program development, implementation, and evaluation processes. Collaboration regarding the decisions confirmed in the resulting documentation is essential.

These standards are divided into the following areas: Institutional Support, Student Integrity and Authentication, Technical Program and Course Development, Teaching and Learning Standards, Accessibility and Security, Program Review, Departmental and/or Discipline Specific.

**INSTITUTIONAL SUPPORT STANDARDS**

The institution provides for the following:

- Funding for the maintenance and adherence to the following standards allocated from the MSJC general fund.
- The technical infrastructure for the courses attempt to maintain an up time of 99.5% or greater for all courses.
- 24/7 monitoring of all technical systems related to online program delivery.
- A centralized system providing support for building and maintaining the DE infrastructure, such as web space and CMS access.
- Regularly offered, comprehensive training for faculty, staff and administrators, as well as web based tutorial assistance with the CMS, and help desk support. (See the description of the MSJC Academy in the Faculty Readiness Criteria in this plan.)
- Orientation and readiness material for students available prior to their enrolling in DE courses (that remain available for the balance of the course term) as well as student help desk support for CMS.
- Scalable hardware and software needed for course development and course implementation.
- Instructional course design support for faculty course developers.
- Student support services at a distance, including library, counseling, bookstore, orientation, and tutoring, and enrollment services.
- Communication systems for informing and orienting students to distance learning.
- Easily accessible schedule and catalog copy for students seeking distance learning opportunities.
- Support for course development and delivery particularly in the area of accessibility compliance.
• Appropriate levels of technical support staffing that include a collaborative working environment for the technicians and other personnel in the creation of a Distance Education Department.
• An online communication system between the institution and the DE faculty (DSPS notification, changes in professional responsibility policies, semester calendar updates, notifications of impending evaluations, etc.)
• A system for designating which states our enrolled online student are residents of and detailing where and how MSJC can obtain approval to offer courses to students in those states.
• Appropriate substantive change report to the ACCJC when programs reach the ability to offer 50% or more of their degree or certificates via distance education.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>DATE</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide staffing to monitor all DE services for up time.</td>
<td>Provide mechanism for emergency support for DE Network Staff by submitting request through the budget development process.</td>
<td>Dean of Instruction, Academic Computing, Technology (ITS) and Distance Education</td>
<td>Spring 2016</td>
<td>$2,000</td>
</tr>
<tr>
<td>Provide DE students with access to Counseling and Advising Services comparable to FTF students.</td>
<td>Develop a process that counselors can use to meet with DE students in a secure environment using e-conferencing or other related web based tools. Possibly utilizing CMS, which will guarantee student authentication.</td>
<td>Student Services administration and staff in collaboration with the DE Coordinator and Dean of Instruction, Academic Computing, Technology (ITS) and Distance Education.</td>
<td>Spring 2017</td>
<td>$5,000 (one time cost)</td>
</tr>
<tr>
<td>Provide DE students with access to online tutoring and supplemental instruction that is both through MSJC tutoring center and third party services.</td>
<td>Utilize Supplemental Instruction (SI) in online courses with e-conference tools and methods, use online tutoring as an extension in our Learning</td>
<td>DE Coordinator and Dean of Academic Computing, Technology, and Phase in Spring 2016</td>
<td>Cost associated with providing existing SI</td>
<td></td>
</tr>
<tr>
<td>Ensure that all DE Courses meet all compliance requirements of ACCJC, Title 5 and HEA (Federal)</td>
<td>Continue reviewing courses based on faculty self-assessment surveys. Complete triage and assistance plans and implementation.</td>
<td>ETC, DSPS Staff, Web Accessibility Specialist, ITS staff, Instructional Course Designer, DE Coordinator, and Dean of Instruction, Academic Computing Technology (ITS) and Distance Education</td>
<td>Ongoing</td>
<td>Approximately $6500 per year for three years</td>
</tr>
<tr>
<td>Fulfill Federal requirements for application for state approval of MSJC online programs.</td>
<td>Produce a report that determines residency of our out-of-state DE students. Research approval process for other states</td>
<td>Information Technology Department/Enrollment Services, and Dean of Instruction, Academic Computing, Technology (ITS) and Distance Education</td>
<td>Ongoing</td>
<td>$0</td>
</tr>
<tr>
<td>Develop a comprehensive DE Program and active labs</td>
<td>See DE Department Development Plan</td>
<td>Dean of Academic Computing,</td>
<td>Fall 2017</td>
<td>TBD</td>
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</tbody>
</table>
(MVC and SJC) for faculty training and development.

Technology (ITS) and Distance Education, Senate President, ETC Members, DE Coordinator, and Faculty Course Instructional Designer

STUDENT INTEGRITY AND AUTHENTICATION STANDARDS*

- Students access the CMS through a college administered authentication process (student ID related password protection).
- Password updates take place on a regular basis via a password aging policy.
- Students officially check-in to each DE course via the MSJC check-in policy. A check-in discussion forum is available for every online and hybrid course from five days before until two days after the start of the class (not including weekends). If a student does not check-in to the course, the faculty member may drop them and add additional students.
- Instructors are encouraged to use multiple methods of assessment in their course design. Best Practices
- Assessment, grading and interactive activities will take place within an authenticated, copyright appropriate, and Section 508 compliant environment.
- Instructors monitor students’ continuous active participation in the course to determine necessity of the instructors’ drop procedure implementation beyond the check-in provision.
- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the students will be required to formally acknowledge and pledge adherence to MSJC’s Student Conduct Board Policy and Acceptable Use Policy.
- Instructors are encouraged to clearly define plagiarism and cheating in online course policies.

*All of these standards are communicated to instructors via the Online Learning web site instructor resources pages and in an email announcement that is sent each semester by the Dean of Instruction, Academic Computing, Technology, and Distance Education as an update. They are also covered in depth during MSJC Technology training activities. Resources for accomplishing compliance are available on the faculty resources page at Cheating, Plagiarism, and Financial Aid Fraud and an Effective Practices Web Site located at Effective Practices.

STUDENT INTEGRITY AND AUTHENTICATION STANDARDS ACTION PLAN
### GOAL

CMS Users will be mandated to change their passwords on a regular basis.

### ACTIVITY

Password aging process: Create a protocol to prompt users to change passwords and implement procedure to accomplish the password change.

### WHO

DE Network Coordinator and IT Programmers

### DATE

Fall 2016

### COST

TBD

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## TEACHING AND LEARNING STANDARDS

In order to develop and maintain quality distance education courses, the following standards will be applied.

### General Standards

- All Distance Education courses will follow the approved course outline of record.
- Distance education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs, and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course via the CMS portal, Online Learning web site, and within individual courses (syllabi, etc.).
- Students will be required to be active learners in presenting, organizing, applying, and constructing information, ideas, and knowledge. They are prepared and expected to participate in collaborative activities throughout the length of their course of study.
- All course objectives, Course Learning Outcomes (CLOs) and requirements are clearly presented in each course CMS and the syllabus.
- Courses will maximize the opportunities for regular and ongoing interaction between teacher and students, among students, and between students and the learning environment (Regular Effective Contact). Students are held accountable for the communication activities within courses. Instructors will initiate contact with all students. (See the MSJC Regular Effective Contact Policy.)
- All student assignments and their due dates, as well as tests and test dates, will be explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student.
- Any special testing (i.e., proctoring) and laboratory situations and/or arrangements will be clearly described to the student in the syllabus and announcements area of the course. Fully online courses do not require the students to come to an MSJC site for any reason.
- Course design will address multiple learning styles of students.
- Student assessment and evaluation methods will be relevant to the activities, reading assignments, and other learning materials presented in the course.
• Instructor feedback to student assignments and questions will be constructive and provided in a
timely manner. Instructors will clearly define feedback response time.
• Instructors will keep back-up copies of their digital grade books on a monthly basis.
• The course documents or a similarly defined course area (i.e. “Start Here”) will describe the
functions of the course website to the student (e.g., how to post assignments, communicate with
the instructor, etc.).
• The instructor will make frequent announcements regarding the progress and processing of the
course. (See the Regular Effective Contact Policy)
• A policy for due date leniency due to institution-inflicted technical difficulties and
disaster/emergency plan will be communicated in the syllabus or overview of the course.
• Faculty will post cheating and plagiarism policies in the online syllabus.
• Course Media and Materials Standards will be posted in the syllabus.
• All external links and internal functionality of DE courses will be available and operational when the
class starts.
• The course content will be kept current term by term and will open by five working days prior to the
start date, and remain open at least until the closing date of the course as listed in the schedule.
• The instructor will select and employ appropriate supplementary tools that support the educational
process. Technology will be appropriate to the course pedagogy.
• The course contents will adhere to the Academic Senate course syllabus checklist, the OEI Online
Course Design Rubric and the DE course design checklist as indicated in the DE Faculty Handbook.
DE Course Design Checklist

FACULTY READINESS CRITERIA

In an effort to maintain a high standard of quality both in technology and DE pedagogy, all faculty
are recommended to participate in the following professional development activities prior to teaching an
online or hybrid course at MSJC:

1. Complete an MSJC Introduction to Online Teaching & Learning Workshop as defined by the
   Educational Technology Committee; or
2. Receive a certificate of completion in online teaching from a reliable institution such as UCLA online
   Teaching Program, Cerro Coso Online Educators Certificate Program, or @ONE Teaching
   Certification Program (approved by the California Community Colleges Academic Senate and the
   CCC Chancellor’s Office); or
3. Demonstrate prior successful experience in teaching distance education course(s) at MSJC or
   another similar institution; and
4. Participate in one online professional development activity per academic year. (MSJC Tech
   Academy, or @ONE Course Development)

Actual determination that a faculty member is ready to teach online will be accomplished in
consultation between the appropriate dean and department chair.
Currently the Faculty Readiness Criteria is being evaluated by ETC and will forward an update to the Academic Senate for approval and adoption. The expected completion date to forward the updated Faculty Readiness Criteria is Fall 2015.

MSJC Academy:

The MSJC Academy has been expanded from the Teaching and Learning and the MSJC Academy to take advantage of economies of scale for resources, also included is Flex and @ONE Project as partners. Primary funding has not changed; supplemental funding from STEM and Title V in support services.

Due to the change in Basic Skills funding objectives, as well as looking at other community college Academy modules it was discovered that no data was available to show growth except for attendance numbers and the ability to look for more opportunities to include MSJC staff, faculty and administrators. A new Academy design was created to measure its success in terms of informing and educating participants. The new design includes three to five day interactive application based workshops that take place prior to a showcase day; the showcase day includes a group of workshop participants from the interactive workshops to showcase their outcomes. The purpose of the showcase is two-fold; 1) to encourage others to attend and participate in the interactive workshops and 2) the showcase group will meet throughout the semester to continue their process of development and provide a final showcase at the next Academy.

ACCESSIBILITY AND SECURITY STANDARDS

- DE courses provide accessibility with screen readers. Images and links contained in the course website must show alternate text. In addition, all videos will provide closed captioning and accessible formats for all files.
- Courses provide comprehensive written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
- DE students have access to sufficient library resources that may include a “virtual library” accessible through the Web.
- Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments. (See institutional support standards action plan.)
- Privacy and Protection Standards from FERPA are followed.
- Procedures are in place to help ensure security of student work.
- Students receive clear instructions to save and retain copies of all work submitted electronically.
- Instructors back-up all grade book data.

DISASTER PLANNING
Background: In 2006 during upgrade of the MSJC CMS System, the database was compromised and grades and other data base related items in course shells were lost. At that time, the district, in collaboration with the faculty, developed the standards listed below. These standards were again tested in 2007 when a dust storm caused a power outage for several days in the City of San Jacinto. The college now has an alternative web site, hosted off campus that gives students instructions about accessing their courses, in cases like this.

In the event that a major disruption occurs in the delivery of the MSJC CMS, the following standards will be followed:

- Faculty will have previously posted technology failure policies in their syllabi that include failures caused by the district delivery system and disruptions that are a result of the student’s personal technology access. This policy will describe the steps to be taken if the disruption is a college problem as well as which steps will be taken if the disruption is a result of a failure in the student’s technology.
- Faculty will agree to not penalize students regarding missed due dates and assignments resulting from a college caused disruption.
- Faculty members are responsible for keeping back-up copies of their digital grade books.
- Faculty members are encouraged to establish an alternative “virtual meeting place” to use in the event of a disruption. (i.e. Facebook, Ning, Twitter, etc.)
- Any major disruption of the college system will be reviewed by both ICTC and ETC to determine what improvements can be made to the system.

PROGRAM REVIEW STANDARDS

- An approved evaluation instrument is provided within the course to ensure student feedback on the organization and content of the course and the instructor performance.
- Reviews of student outcomes include assessment of CLO and student projects and exams, as well as student evaluations of the course.
- Data on enrollment, costs, and successful/innovative uses of technology are used when reviewing program effectiveness.
- Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
- Courses meet or exceed MSJC’s academic standards.
- Courses are reviewed on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.
- Peer Evaluation of the Instructor will be accomplished via approved methods as agreed to by the Academic Senate, Faculty Association, and District. (See Peer Evaluation Guidelines)
- Distance Education program review exists as part of the Academic Computing, Technology and Distance Education Unit Plan. (Program Review Page 85)
- Program review for courses takes place in the individual discipline areas as do creation and maintenance of Course Learning Outcomes.

STUDENT SUPPORT STANDARDS
• All Students will have 24/7 access to the CMS Course Management System.
• DE Students will have the same access to both academic and student services resources as traditional students.
• All courses have CMS course shells that are populated at the time of enrollment through the Datatel system.
• Assistance for students who need help with CMS is located on each campus in the Learning Centers and is available through the Instructional Services Help Desk at help@msjc.edu.
• The Online Learning web site from the main college web site, and the CMS portal, have assistance opportunities and information for students about accessing CMS, course schedules, orientations, help desk and all other virtual support services.
• Supplemental Instruction opportunities are available to Math distance education students and plan to expand.
• Readiness information for students wanting to become DE students will be available in the form of information and readiness tests for self-evaluation, available at the Online Learning web site.
• Preparedness opportunities will be available for students wanting to become DE students via a not-for-credit online orientation course in CMS. These courses are facilitated by a faculty member at the beginning of each semester and at the eight-week point for late start courses. DE student preparedness is addressed in the general orientations delivered by the counseling department. An update to the original online orientation was completed in Summer 2014. MSJC plans to review OEI’s student orientation in Fall 2015 for possible adoption in Spring 2016.

<table>
<thead>
<tr>
<th>STUDENT SUPPORT STANDARDS ACTION PLAN</th>
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<tbody>
<tr>
<td>GOAL</td>
</tr>
<tr>
<td>Student success in online courses will be improved as indicated by the partnership of the DE program and Institutional Planning and Development.</td>
</tr>
<tr>
<td>ACTIVITY</td>
</tr>
<tr>
<td>Will be indicated from the outcomes of the partnership of the DE program and Institutional Planning and Development department have completed the research and the indicated outcomes of the research.</td>
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<tr>
<td>WHO</td>
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<tr>
<td>Led by the Dean of Instruction, Academic Computing, Technology, and Distance Education and the department of Institutional Planning and Development.</td>
</tr>
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<td>DATE</td>
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<tr>
<td>Fall 2016</td>
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<tr>
<td>COST</td>
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<tr>
<td>GOAL</td>
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<tr>
<td>Better inform and clearly communicate for students the difference between fully online, hybrid</td>
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<td>ACTIVITY</td>
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<tr>
<td>The definitions of all three modalities are listed in the student orientation, online website student section.</td>
</tr>
<tr>
<td>WHO</td>
</tr>
<tr>
<td>DE Department, Web Coordinator, Web Accessibility Specialist</td>
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<tr>
<td>DATE</td>
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<tr>
<td>Spring 2016 ongoing</td>
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and face-to-face courses.

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<tr>
<th>Provide DE students with access to Counseling and Advising Services comparable to FTF students.</th>
<th>Develop a process that counselors can use to meet with DE students in a secure environment using e-conferencing or other related web based tools. Possibly utilizing CMS, which will guarantee student authentication.</th>
<th>Student Services administration and staff in collaboration with the DE Coordinator and Dean of Instruction, Academic Computing, Technology, and Distance Education.</th>
<th>Spring 2017</th>
<th>$5,000 (one time cost)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide DE students with access to online tutoring and supplemental instruction that is both through MSJC tutoring center and third party services.</td>
<td>Utilize Supplemental Instruction (SI) in online courses with e-conference tools and methods, use online tutoring as an extension in our Learning Resource Centers (LRC), and follow the design for online tutoring that will be adopted in OEI.</td>
<td>DE Coordinator and Dean of Academic Computing, Technology, and Distance Education</td>
<td>Phase in Spring 2016</td>
<td>Cost associated with providing existing SI and tutoring services Training for Tutors and SI Leaders $1000 (Possible Title V and BSI and STEM Funding)</td>
</tr>
</tbody>
</table>
DEPARTMENTAL OR DISCIPLINE-SPECIFIC STANDARDS

- The course adheres to the integrated Course Outline of Record and is the virtual equivalent to the traditional course.
- The course is offered with rigor, depth, and breadth consistent with its face-to-face counterpart.
- It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality.
- Student learning meets the standards set within the discipline, especially about sequenced and/or transfer courses.
- DE courses incorporate department’s official course CLOs into the course design.
- Faculty teaching in DE modalities will have met minimum qualifications for the discipline and have met the MSJC Faculty Readiness Standards.

OTHER FACULTY RELATED ITEMS (CLASS SIZE, WORKLOAD, OFFICE HOURS, ETC.)

General Recommendations:

This plan allows faculty to grow into distance education at their own pace and comfort level. The administration has assured the Academic Senate and the Faculty Association that no faculty member will be penalized for not offering distance education courses or forced to convert courses to the online environment. One priority of the college will be to look for candidates for new faculty hire who are willing and/or able to incorporate technology resources into their teaching and learning. Current faculty members are given the opportunity to offer courses at a distance based on the need as appropriate to the discipline.

In accordance with Title 5 guidelines, which designate online and partially online courses as equivalent in credit status with regular courses, the Administration and Faculty of MSJC, consider distance education courses the same in content and credit as traditional courses. Online and partially online course assignments are considered equal in status to traditional courses when faculty load is considered. It is to be determined through bargaining what percentage of the instructor’s load can be conducted in distance education mode.

Visitation Protocol for Online Courses: The administration has developed a protocol for visiting DE Courses that allows for the same degree of oversight that is available in face-to-face classes. This ensures that administrators, who have an expressed need to visit a DE course, do so with the general knowledge of the instructor.

Classroom Visitation Protocol for Online Courses:

Background: It is common practice for administrators to visit on-ground classes occasionally to offer support to instructors as well as to observe students in class settings on campus and to stay connected to the actual practice of instruction. Instructional Administrators also have the responsibility to ensure that classes are meeting as posted in the schedule of classes and that the instructor is providing the instruction agreed upon as contracted. When an administrator visits an
on-ground class in session, the instructor is present in the room and aware of the visitation. It is appropriate to assume that the same situation should exist during visitations in the virtual classroom. Because it is possible for administrators to observe an online course without the instructor’s knowledge, the following protocol has been prepared and will be followed by MSJC instructional administrators.

Visitation of online courses by administrators may occur for the purposes listed below. The course instructor will be notified via email and/or phone prior to the visitation.

Visitation of online courses may occur by the discipline dean and/or the department chair:

- To ensure that the course is appropriately available to students in the course management system.
- To ensure that regular effective contact is taking place according the established MSJC Regular Effective Contact Policy (see appendix A) and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act.
- In response to a request from the instructor in the course (questionable student conduct, technical problems, course development review, and recommendation.)
- In response to student complaints about the instructor, the course, or the course management system infrastructure.

This visitation does not constitute a formal evaluation; however, a formal evaluation may be planned because of the visit. An informal email summary of the visitation will be forwarded to the instructor upon the conclusion of the visitation.

**Items for future consideration. Please note that, currently, these recommendations are not adopted as operating procedure**

**Faculty Online Load:** It is the hope of the ETC that flexibility is exercised in the development of this policy. It is recommended that administrators responsible for faculty assignment to online courses understand that load and regular effective contact are connected issues. Having more than 120 students to teach in a given semester may negatively affect the teacher’s ability to achieve regular effective contact as required by Title 5 and the MSJC Regular Effective Contact Policy.

If consideration is given to allow full time faculty to teach 100% of their annual load online, it is recommended that the following policy be adopted by the Academic Senate (as a pedagogical issue) and by the Faculty Association (as a workload issue) to ensure that regular effective contact is maintained. Courses offered fully online by a full time faculty member teaching 100% of load online, will be evaluated for compliance with all Title 5 and MSJC DE Policies, by the approved peer evaluation process. In addition, it is recommended that no overload (online, hybrid, or face-to-face) be allowed in this situation. Furthermore, if a 100% online teaching load is negotiated between the district and faculty, ETC should be allowed to participate in the development of guidelines for this condition. Additionally, determining what percentage of
Online load in a hybrid course should be considered in the calculation of allowable online teaching should also be decided in collaboration with ETC.

Other faculty related items: should be considered by the appropriate negotiating and governing bodies as recommended below include but are not be limited to: virtual office hours, class size relative to working conditions, compensation for course development, rights of first refusal, and percentage of load online.

Recommendations and historical perspective regarding each of these issues are as follows:

Virtual Office Hours: Past practice has been that office hours for online instruction are conducted at the same ratio of course hours to office hours as face-to-face courses. Online office hours should be conducted at times that are accessible to students who are enrolled in distance education for scheduling issues. Faculty does not have to be on campus to conduct online office hours. When instructors teach both online and face-to-face courses, they will offer office hours in face-to-face and online formats to all students.

Class Size: This item is not a negotiations matter unless changes are suggested that raise the cap substantially over the effective practice condition that may result in a problem related to working conditions. In 2002, it was researched and decided that all online courses be capped based on whatever the face-to-face course is not to exceed 35. This decision was agreed upon when the ETC was a subcommittee of the Curriculum Committee. This practice has been consistently followed with good results and based on sound pedagogy; therefore, should remain within the purview of the Curriculum Committee because it is a quality matter.

Compensation and Property Rights for Course Development: This item is a negotiations matter; however, past practice is that when a faculty member who is not compensated develops the course, content belongs to the faculty member solely. When it has been developed using the colleges fiscal resources (district equipment, software, and/or compensation), both the district and the faculty member own it jointly. This item should be considered within realistic enforcement guidelines and should be as flexible and lenient as possible. Compensation has been determined based on availability of funding.

Peer Observation and Evaluation Processes: The evaluation process for DE courses is negotiated with the appropriate governing bodies; however, ETC should be consulted when designing the criteria by which DE courses and faculty are evaluated. Because this matter is both related to working conditions and course quality, it should be addressed by both the bargaining unit and the Academic Senate via ETC and should follow similar parameters to face-to-face course evaluations.

Right of First Refusal: This item should likely be dealt with in negotiations; however, the administration has the right to assign faculty members to classes. The 2002 MOU stated that if a course was offered and developed by a full-time faculty member, a part-time faculty member could only subsequently teach it if the original developer was first offered the section and declined.
Marketing Plan

Marketing of the MSJC Distance Education Program will be accomplished through the maintenance of the Online Learning web site, through the main college web site and through the CMS portal.

DISTANCE EDUCATION TECHNOLOGY AND INFRASTRUCTURE

The Instructional Technology Support (ITS) department under the direction of the Dean of Academic Computing, Technology and Distance Education and the supervision of the Distance Education Network Coordinator, is responsible for the operation of the CMS course management system. The Distance Education Network Coordinator staff the CMS and related systems, assist faculty with problems as noted by the Help Desk Technician for technology support, and provide other infrastructure support issues as needed. Technicians in the ITS department support the DE area as needed.

There is a central student support desk hosted at MSJC at help@msjc.edu and available by phone. Additionally, help desk support is available for CMS issues via the online support community at support@msjc.edu.

Technology that hosts the CMS system is purchased through the college Technology Reserve account and is managed by both the deans of Informational Technology (IT) and ITS. Connectivity for the CMS system is managed by the IT department of the college and is funded through the State Chancellor’s Office TTIP grant that pays for the CENIC Connection.

Additional human resources are needed as the DE program continues to grow. See the “positions needed” plan in the DE Department Plan area of this document right below.

Academic Senate Approval _____________

VP of Instruction Approval _____________

VP of Student Services Approval _____________
MSJC Regular Effective Contact Policy

Regulations:

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

55202. Course Quality Standards.

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

NOTE: Authority cited: Section 66700 and 70901, Education Code.
References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.

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

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code.
Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Background:

In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face to face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face to face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact
described above for the face to face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each DE course/section or session”.

**MSJC Policy:**

All DE courses at MSJC, whether hybrid or fully online will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

- **Frequency:** DE Courses are considered the “virtual equivalent” to face to face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. At the very least, the number of instructor contact hours per week that would be available for face to face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.

- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

**Type of Contact:** Regarding the type of contact that will exist in all MSJC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums with appropriate instructor participation. (“Questions for the instructor” forums are good but should be used in conjunction with other forums.)
- General email
- Weekly announcements in the Course Management System
- Timely feedback for student work.
• Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face to face class.

Suggestions:

• Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System. [ CCCConfer ]

• It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.
Course Design Rubric for the Online Education Initiative

In order for a course to be offered as a part of the Online Education Initiative (OEI) course exchange, it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

A. Course Design - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

B. Interaction and Collaboration - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. “Interaction” denotes communication between and among learners and instructors, synchronously or asynchronously. “Collaboration” is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

C. Assessment - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

D. Learner Support - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (INACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

Revisions approved by Online Education Initiative Steering Committee for use during the OEI pilot on March 18, 2015.
Course Design Rubric for the Online Education Initiative

For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), peer online course reviewers will assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

- Distinguished to Exemplary (5-6)
- Satisfactory to Accomplished (3-4)
- Promising (2)
- Incomplete (1)
- Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in “Content Presentation: Navigation is Intuitive” but somewhat less strong in “Content Presentation: Content is presented using a variety of appropriate mechanisms,” both within the same sub-category of “Content Presentation.” In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

- A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
- A minimum cumulative score of 51, earning at least 70% of all possible points
- Inclusion of a component with content related to the Online Education Initiative

The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI.
Course Design Rubric for the Online Education Initiative

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**Section A: Course Design**

*Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.*

### A.1 Objectives

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module)</td>
<td>• Objectives are located within the course syllabus or the individual learning units</td>
<td>• Objectives are not easily located within the course</td>
<td>• Objectives are not easily located within the course</td>
</tr>
<tr>
<td>• Objectives are clearly written at the appropriate level and reflect desired outcomes</td>
<td>• Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes</td>
<td>• Objectives are not written at the appropriate level to match the desired outcomes</td>
<td>• Some are missing and others poorly written</td>
</tr>
<tr>
<td>• Objectives are written in measurable outcomes (students know what they are expected to be able to do)</td>
<td>• Students understand of what is expected of them</td>
<td>• Objectives are not clearly written in measurable learning outcomes</td>
<td>• The level does not match the desired learning outcomes</td>
</tr>
<tr>
<td>• Students may be unsure of what they are expected to be able to do</td>
<td></td>
<td>• Students may be unsure of what they are expected to be able to do</td>
<td></td>
</tr>
</tbody>
</table>
**Section A: Course Design**

*Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.*

### A.2 Content Presentation

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</td>
<td>• Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</td>
<td>• Some content segments are overly large (or possibly too small) for the specified objectives</td>
<td>• Content is not “chunked” into manageable segments;</td>
</tr>
<tr>
<td>• Navigation is intuitive and content flows in a logical progression</td>
<td>• Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content</td>
<td>• Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined</td>
<td>• Navigation is not intuitive and the flow of content is unclear</td>
</tr>
<tr>
<td>• Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.)</td>
<td>• Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS feeds, print material)</td>
<td>• The design does not avail of the content presentation tools (content modules, single pages, links)</td>
<td>• The design does not avail of the content presentation tools (content modules, single pages, links)</td>
</tr>
<tr>
<td>• CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)</td>
<td>• CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness</td>
<td>• Only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students</td>
<td>• Tools that could reduce the labor-intensity of online instruction are not utilized</td>
</tr>
</tbody>
</table>
| • Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included | • Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included | • Tutorial materials explaining how to navigate the CMS and/or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete | }
## Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

### A.3 Learner Engagement

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is clear how the instructional strategies will enable students to reach course objectives</td>
<td>• Instructional strategies are designed to help students to reach course objectives, although this relationship may not be obvious to learners</td>
<td>• It is not clear how the instructional strategies will help learners achieve course objectives</td>
<td>• Instructional strategies do not provide students with skills needed to achieve course objectives</td>
</tr>
<tr>
<td>• Course design includes guidance for learners to work with content in meaningful ways</td>
<td>• Guidance is provided, but could be improved with greater detail or depth</td>
<td>• Guidance in using content materials may only be provided on a limited basis</td>
<td>• Content is provided but it is not clear what students are expected to do with it</td>
</tr>
<tr>
<td>• Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided</td>
<td>• Individualized learning opportunities (such as remediation) may be available on a limited basis</td>
<td>• Individualized learning opportunities are not provided, although there may be supplementary content resources available</td>
<td>• No supplementary resources or activities are provided for remediation or advanced study</td>
</tr>
<tr>
<td>• Tools available within the course management system (CMS) are used to facilitate learning by engaging students with course content</td>
<td>• Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content</td>
<td>• Tools available within the CMS are not used to their full extent or not used when it would be appropriate to do so</td>
<td>• Technologies used within the CMS do not engage students with learning</td>
</tr>
<tr>
<td>• Technologies are used creatively in ways that transcend traditional, teacher-centered instruction</td>
<td>• Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction</td>
<td>• Technologies within the CMS are used primarily by instructors and not students (&quot;students as recipients of content&quot; model)</td>
<td>• Students are not expected to use technologies available within the CMS</td>
</tr>
<tr>
<td>• Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content both during course delivery and after course completion</td>
<td>• Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content, but only after course completion</td>
<td>• Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion, or the feedback is not anonymous</td>
<td>• Learners do not have the opportunity to give feedback to the instructor regarding course design or course content</td>
</tr>
</tbody>
</table>
Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

### B.1 Communication Strategies

<table>
<thead>
<tr>
<th></th>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)</td>
<td>Contact information for the instructor is included and contact information includes more than one type of communication tool</td>
<td>Contact information for the instructor is provided but not easy to find and includes only one way to reach the instructor</td>
<td>Contact information for the instructor is sketchy, at best</td>
<td>Contact information for the instructor is sketchy, at best</td>
</tr>
<tr>
<td>Expected response time for email replies (or other communication tool) is included</td>
<td>Expected response time for email replies is included</td>
<td>Information concerning response time for email replies is not included</td>
<td>Information concerning response time for email replies is not included</td>
<td>Information concerning response time for email replies is not included</td>
</tr>
<tr>
<td>The instructor's role within the course is explained (for example, instructor participation in discussions and activities, role— if any—in tech support, etc.)</td>
<td>Instructor's role within the course is clearly spelled out to students</td>
<td>Little or no information is given regarding the instructor's role in the course</td>
<td>Information regarding the instructor's role in the course is not included</td>
<td>Information regarding the instructor's role in the course is not included</td>
</tr>
<tr>
<td>The instructor's methods of collecting and returning work are clearly explained</td>
<td>The instructor's methods of collecting and returning work are clearly explained</td>
<td>The instructor's methods of collecting and returning work are evident but not clearly explained.</td>
<td>Instructor's methods of collecting and returning work are confusing or non-existent.</td>
<td>Instructor's methods of collecting and returning work are confusing or non-existent.</td>
</tr>
<tr>
<td>There are plentiful opportunities for interaction, as appropriate</td>
<td>Several communication are included to reinforce the desired learning outcomes</td>
<td>Communication strategies are included, however, they may not consistently reinforce desired learning outcomes</td>
<td>Little to no attention has been devoted to communication strategies</td>
<td>Little to no attention has been devoted to communication strategies</td>
</tr>
<tr>
<td>Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives</td>
<td>Communications sometimes require reflection or other higher order thinking</td>
<td>Communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.)</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
</tr>
<tr>
<td>Communication activities benefit from timely interactions and facilitate &quot;rapid response&quot; communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)</td>
<td>Interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers</td>
<td>Interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
</tr>
</tbody>
</table>
### Section B: Interaction and Collaboration

*Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.*

#### B.2 Development of Learning Community

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course.</td>
<td>• Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind.</td>
<td>• Effort has been devoted to fostering a sense of community in the course, but only minimally.</td>
<td>• Little to no attention has been devoted to building a sense of community in this course.</td>
</tr>
<tr>
<td>• Communication activities are designed to help build a sense of community among learners.</td>
<td>• Some student-to-student interaction is built into the course.</td>
<td>• More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions.</td>
<td></td>
</tr>
<tr>
<td>• Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.</td>
<td>• Students interact with the instructor, although primarily as a result of instructor-initiated contact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building.</td>
<td>• Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

### B.3 Interaction Logistics

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided</td>
<td>• Expectations of student participation in communication activities are given, but would benefit from more detail</td>
<td>• Instructor expectations of student interactions are not made clear</td>
<td>• Few or no guidelines are provided to students regarding the desired quantity or quality of communications/interactions within the course</td>
</tr>
<tr>
<td>• Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined</td>
<td>• Expectations regarding the quality of communications are included, but may lack detail or illustrative examples</td>
<td>• Minimal information is provided regarding what constitutes a “good” response or post</td>
<td>• The instructor does not participate in communications activities with students</td>
</tr>
<tr>
<td>• A rubric or equivalent grading document is included to explain how participation will be evaluated</td>
<td>• Minimal information may be provided regarding grading criteria for communications activities</td>
<td>• Students are not given a clear set of criteria for how communications activities will be graded</td>
<td>• The instructor does not provide announcements, reminders, or other updates</td>
</tr>
<tr>
<td>• The instructor plans to participate actively in communication activities, including providing feedback to students</td>
<td>• The instructor is occasionally involved in communication activities</td>
<td>• The instructor appears to be largely absent from communication activities</td>
<td></td>
</tr>
<tr>
<td>• The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.</td>
<td>• The instructor sometimes takes advantage of CMS tools to post announcements, reminders, etc.</td>
<td>• Few announcements, reminders, or other updates are provided</td>
<td></td>
</tr>
</tbody>
</table>
Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

C.1 Expectations

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments match the objectives</td>
<td>• Assessments match the objectives</td>
<td>• Students are assessed on the topics described in the objectives</td>
<td>• Assessments bear little resemblance to objectives</td>
</tr>
<tr>
<td>• Learners are directed to the appropriate objective(s) for each assessment</td>
<td>• Rubrics or descriptive criteria for desired outcomes are included for some assessment activities</td>
<td>• There may be some explanation of how assessments will be scored/graded, however, instructions lack detail that would help students understand how to successfully complete the assessments</td>
<td>• Expectations or grading criteria are not provided</td>
</tr>
<tr>
<td>• Rubrics and/or descriptive criteria for desired outcomes are provided (models of &quot;good work&quot; may be shown, for example)</td>
<td>• Instructions are written clearly, with sufficient detail included</td>
<td>• Instructions are limited or absent</td>
<td></td>
</tr>
</tbody>
</table>
**Section C: Assessment**

*Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.*

### C.2 Assessment Design

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment activities have “face validity” (i.e., they appear to match the curriculum and are explained using appropriate reading level and vocabulary)</td>
<td>• Assessment activities have “face validity” (i.e., they appear to match the curriculum)</td>
<td>• It is not clear whether the assessment activities actually measure the desired skill</td>
<td>• Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives</td>
</tr>
<tr>
<td>• Higher order thinking is required (e.g., analysis, problem-solving, etc.)</td>
<td>• Some activities involve higher order thinking</td>
<td>• The majority of assessments require only low-level thinking (memorization, for example)</td>
<td>• No higher-order thinking skills are required to complete assessment activities</td>
</tr>
<tr>
<td>• Assessments are designed to mimic authentic environments to facilitate transfer</td>
<td>• Assessment activities may focus on tasks similar to real-world application of skills</td>
<td>• Assessment activities typically do not include tasks that are relevant beyond the scope of this course</td>
<td>• There is little or no evidence of authenticity built into assessments</td>
</tr>
<tr>
<td>• Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner</td>
<td>• Multiple types of assessments are used</td>
<td>• Multiple types of assessments are used</td>
<td>• Assessments are too few and far apart for the course content</td>
</tr>
<tr>
<td>• Multiple types of assessments are used (research project, objective test, discussions, etc.)</td>
<td>• Opportunities for student self-assessment are present, and provide feedback that allows students to seek additional help</td>
<td>• Opportunities for student self-assessment are present, but it may not be evident to the student how they should use the results</td>
<td>• Students are not provided activities or resources for self-assessment</td>
</tr>
</tbody>
</table>
Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

D.1 Supplemental Software

*If required – it is permissible to award this sub-category a 6 if the course does not require software beyond the CMS and browser.*

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear explanations of optional and/or required software including any additional costs are provided within the course</td>
<td>• Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course</td>
<td>• Software (in addition to the CMS) required to use course materials is mentioned, but not explained</td>
<td>• The need for additional software required to use course materials may be mentioned</td>
</tr>
<tr>
<td>• Software required to use course materials is listed with links to where it can be captured and installed</td>
<td>• Software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used</td>
<td>• Links to where it can be captured and installed are provided, although they may not be conveniently located</td>
<td>• Links to software may be missing or incomplete</td>
</tr>
</tbody>
</table>
Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

### D.2 Course/Institutional Policies & Support

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software used for the course is adequately supported by the institution, including information for students on where they can obtain help</td>
<td>Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back</td>
<td>Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find</td>
<td>Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included</td>
</tr>
<tr>
<td>All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems</td>
<td>Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion</td>
<td>Course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail</td>
<td>Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail</td>
</tr>
<tr>
<td>Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back.</td>
<td>Links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find</td>
<td>A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find</td>
<td>Links to institutional services such as the library, writing center, or financial aid office are not included</td>
</tr>
<tr>
<td>Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links to institutional services such as the library, or writing center, are clearly labeled and easy to find</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section D: Learner Support**

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

### D.3 Technical Accessibility

*This section will not be reviewed by the POCR; it will instead be reviewed by accessibility specialists as part of the initial review process.*

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students</td>
<td>• Course materials are compliant with Section 508 and WCAG 2.0 (AA)</td>
<td>• Course materials fail to meet all Section 508 and WCAG 2.0 (AA) criteria completely</td>
<td>• Course materials are significantly non-compliant with Section 508 and WCAG or add cognitive load via inadequate accessibility supports</td>
</tr>
<tr>
<td>• All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time</td>
<td>• All non-text communications technologies support multiple digital channels for the provision of alternate media accommodations in real time.</td>
<td>• Some non-text communications technologies support limited means for the provision of alternate media accommodations</td>
<td>• Non-text communications technologies do not support multiple digital channels for the provision of alternate media accommodations</td>
</tr>
<tr>
<td>• Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types</td>
<td>• Course materials employ formatting styles to create semantic structure that allows for consistent meaning and sequencing across all digital media types</td>
<td>• Course materials employ some formatting styles to create semantic structure but fail to provide reliable and consistent meaning and sequencing across all digital media types</td>
<td>• Course materials do not employ formatting styles to create semantic structure, nor consistent meaning and sequencing across digital media types</td>
</tr>
<tr>
<td>• All instructional materials can be opened via free and accessible programs or applications, and links are provided for students to download the application with supporting information on how to use the program or application</td>
<td>• All instructional materials can be opened via free and accessible programs or applications</td>
<td>• Instructional materials can be opened via free and accessible programs or applications</td>
<td>• Instructional materials use proprietary and inaccessible media formats</td>
</tr>
<tr>
<td>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load, and provide individual student-based parameters for time, number of attempts, feedback, and completion</td>
<td>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load</td>
<td>• Most quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load</td>
<td>• Quiz and assessment activities cannot be completed with the keyboard or assistive technologies, and/or extra cognitive load is introduced through inadequate accessibility supports</td>
</tr>
</tbody>
</table>
**Section D: Learner Support**

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

**D.4 Accommodations for Disabilities**

*This section will not be reviewed by the PODS; it will instead be reviewed by accessibility specialists as part of the initial review process.*

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSPS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media.</td>
<td>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, faculty and DSPS have agreed to work with OER to formulate an acceptable plan of accommodation for each inaccessible learning activity or instructional media.</td>
<td>• There are pedagogically-essential learning activities or instructional media that might be inherently inaccessible, but a deeper assessment of the course and institutional resources is required to determine the ability to support accommodations. Some of the CMS settings can be configured by faculty or CMS System Administrator to allow student accommodations to be provided within the CMS, or alternate plans for accommodation have been created and approved by DSPS.</td>
<td>• There may be learning activities or instructional media that are inherently inaccessible, or there is no DSPS approved plan for accommodation. CMS settings cannot be configured to allow student accommodations to be provided within the CMS.</td>
</tr>
<tr>
<td>• Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS.</td>
<td>• Course CMS settings can be configured in a timely manner (24 hours) by faculty and/or the CMS System Administrator to allow student accommodations to be provided within the CMS, or alternate plans for accommodation have been created and approved by DSPS.</td>
<td>• CMS technical support is provided, or a link to DSPS department web page, but not always easy to find.</td>
<td>• CMS settings are not configurable to allow for student accommodations. No link to technical support or DSPS department is provided.</td>
</tr>
<tr>
<td>• Links to CMS technical support as well as contact information for DSPS support are consistently provided and easy to find, and accompanied by a module within the CMS explaining how to request services or report a problem.</td>
<td>• Links to CMS technical support and DSPS support are provided, and easy to find.</td>
<td>• Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved.</td>
<td>• Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved.</td>
</tr>
<tr>
<td>• An instructional material inventory of any inherently inaccessible learning objects is provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity.</td>
<td>• An instructional material inventory of any inherently inaccessible learning objects is provided, along with some potential accommodations for each learning object or activity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>