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## I. Introduction

Student access and student success are cornerstones of the Moorpark College Mission. To ensure the widest possible access to quality instruction, Moorpark College is committed to providing flexible and effective alternative delivery of education (AD) as a means to overcome the barriers of time and place in accessing learning.

The *Distance Learning Report: May 2005,* issued by the California Community College Chancellor’s Office, cites clear evidence that, with quality curriculum and vigorous application of best practices in AD, student success in AD courses is comparable to student success rates in the traditional classroom.

In establishing guidelines, procedures, and training standards for Moorpark College AD, our goal is to broaden access for learning, and at the same time, ensure student success by maintaining the highest standard in curriculum development and in pedagogy.

The Moorpark College AD guidelines, procedures, and training standards are based on the following assumptions:

* Moorpark College is committed to developing and offering flexible and accessible AD courses, and degree and certificate programs.
* Moorpark College supports effective teaching methodologies and is committed to meeting student needs through a wide range of modalities.
* Infrastructure (such as technical support, hardware and software support, and instructor and student training) will support the development of AD courses and promote accountability for curriculum that meets or exceeds the course outcomes regardless of delivery system.
* All Moorpark College AD courses shall meet ACCESS standards as established by the State Chancellor's Office and state regulations.

All AD courses are expected tofollow the guidelines and procedures set forth in this document.

##### AD Course Delivery Designations:

Online, hybrid, and videoconferencecourses are all forms of AD. They are all subject to Moorpark College AD Guidelines and Procedures.

* **On-site Course:** Traditional “classroom-based” course in which 100% of the contact hours are delivered at a physical site, in a synchronous manner, with face-to-face student-instructor contact.
* **Online Course:** Course in which 100% of the contact hours, instruction and associated activities is delivered via the Web, including lectures, discussion and class participation, and assessments. There may be a required on-site orientation.
* **Online with Onsite Testing:** Course in which 100% of the contact hours, instruction and associated activities, with the exception of onsite testing, are delivered via the Web, including lectures, participation, and assessments. There may be a required onsite orientation. Students who cannot attend the examinations may arrange proctoring with the instructor’s approval at an appropriate location (such as at another college, local library, or military base). Picture identification of students is required.
* **Hybrid Course:** Course in which a portion of the contact hours, instruction and associated activities is delivered via the Web. The balance of the course is delivered in the traditional onsite mode, with regularly scheduled meetings.
* **Web-Enhanced Course:**  Course in which 100% of the contact hours, including labs and associated activities, are heldonsite with supplemental material or activities online. The Web enhancement allows onsite classes to use online tools, but online activities are not part of instructor contact hours.

Video conference: A course in which 100% of the contact hours are scheduled in multiple onsite locations within the district simultaneously. The instructor is in one of these locations with some students, with other students attending via multi-way video-audio connection.

AD instructors are expected to adhere to the AD Guidelines and Procedures as a requirement for teaching AD sections.

## II. Curriculum

An official Course Outline of Record (COR) is required for all courses taught at the college. For AD courses, all COR sections pertinent to AD (V and XV) must be completed. Subsequent review and approval by the Curriculum Committee is required. The Curriculum Committee review will verify that the AD modality provides “regular effective contact” that is equivalent to onsite delivery. Insturctors should work with their Department Chair and Dean to develop and propose delivery of course through AD. See Appendix D.

##### Process

Any course in which face-to-face contact hours are replaced by distance delivery will be subject to the curriculum review process. The steps of AD course review are as follows:

* Via Curricunet, faculty generate the AD sections of the COR in consultation with department chair, department faculty, and dean.
* Via Curricunet, the COR is submitted to the Office of Student Learning to begin the curricular review process.
* ADThe Curriculum Committee votes on the validation and acceptance of the COR.

##### AD COR Sections

The AD COR (sections V and XV) must accompany course outlines of record being approved for distance education delivery.

##### Schedule of Classes and Notification to Students

The *Schedule of Classes* and WebStar will have designations for the different types of AD courses (e.g., online, hybrid, web-enhanced). This allows students to understand the delivery modality for classes before enrollment.

## III. AD Instructors

AD instructors provide “regular effective contact” with students in the AD mode as defined by the California Community Colleges *Distance Education Guidelines* (March 2004).

##### AD Instructor Criteria

The criteria for teaching AD courses at Moorpark College are the same as those for onsite courses. In addition, AD instructors will…

* complete the Moorpark College training and certification process or equivalent or demonstrate proficiency.
* use Disctict email or course management software for course email communication.
* use the District-approved course management software, and conduct all student/instructor communication through that software.
* particpate in professional development for Alternative Delivery formats.

##### Institutional Support for AD Instruction

To support the work of AD instructors, and to ensure that the standards defined by the Chancellor’s Office Distance Education Guide 2008 are met, the College will provide resources for faculty in the areas of curriculum design, training, and certification.

##### The Office of Instructional Technology

The Office of Instructional Technology provides support to faculty in all aspects of course development, media production, and delivery.

##### AD Instructor Training and Certification

Moorpark College offers training to instructors planning to teach online, hybrid, or web-enhanced courses. The training addresses three areas: computer literacy, the District-provided course management system, and online pedagogy. The training may be available both online and onsite. The training and certification process is conducted by the Office of Instructional Technology, with oversight by the Dean of Student Learning responsible for AD.

##### Certification for Faculty

Certification is conferred upon the completion of three workshops:

***Computer Literacy (optional)***

This one-day workshop provides instructors with basic computer skills necessary to work in an AD environment. It focuses on the Microsoft operating systems and programs. Topics include files and folder management, Microsoft Word, email, and ZIP files. Instructors who demonstrate proficiency of their computer skills may opt out of this workshop.

***Course Management System Tools***

Required for instructors teaching web-enhanced, hybrid or online classes. Focuses on the course management software adopted by the District and Moorpark College. This eight-hour seminar offered over twodays introduces basic operations in the district-provided course management system for an online or web-enhanced class

***Online Pedagogy***

Required for instructors teaching hybrid or online classes. Introduces best practices in online pedagogy. Requires familiarity with the district-provided course management system. Conducted in 2 sessions: 1) one 2-hour onsite session, in which an experienced AD instructor facilitates a discussion about AD pedagogy concerns; 2) one 10-hour online facilitated session in which participants create content for the courses they intend to teach. NOTE: pedagogy course needs to be revised.

##### Recertification:

Because the AD environment is constantly evolving, recertification is required every two years, or as deemed necessary by the designated dean, Alternative Delivery Committee or designated authority. Re-certification is granted upon the completion of workshops, including but not limited to one or more of the following:

***Advanced Course Management System***

***Advanced AD Pedagogy***

***Synchronous Online Meeting Tools (such as Wimba or CCC Confer)***

***Video Presentation Tools***

## IV. Evaluation

##### Evaluation of Instructors

The instructor evaluation process is defined in the current AFT Collective Bargaining Agreement.

##### Student Evaluations

The student evaluation process is defined in the current AFT Collective Bargaining Agreement.

## V. AD Course Assignment and Academic Calendar

AD courses are scheduled according to the District Instructional Calendar. AD course sections are assigned in the same manner as onsite courses, as defined in the AFT Collective Bargaining Agreement. The division dean will ensure that all faculty teaching AD courses are certified by the start of the course.

##### Instructor AD Course Request

Adjunct and contract instructors should complete the Assignment Request Form (ARF) as defined in the AFT Collective Bargaining Agreement. In addition, they should inform their dean and department chair that they are DE certified and the type of DE class they desire to teach.

##### Class Size

The process and method for determining AD class size is defined in the AFT Collective Bargaining Agreement. Additional sources of good practices are constantly under review by the Office of Student Learning and the Academic Senate.

## VI. Design Considerations for AD Instruction

To ensure “regular effective contact” in the AD environment, the college encourages the implementation of best practices current in the field. Some of these practices are described in this section.

##### Student Interactions

The online environment should encourage student interaction. Interaction may take the form of asynchronous discussions, Q&A forums, chats, use of live synchronous tools, or email.

The turnaround time for student inquires should be no more than 48 hours.

A quality online class includes the following components:

* Orientation (onsite, online synchronous or online asynchronous)
* Lecture
* Discussion
* Assignments
* Assessment

Course Organization

A quality online class makes active use of the following tools (see Appendix for sample):

* Course Homepage
* Schedule
* Content Tab with Modules
* Gradebook
* News / Announcements
* Class email
* Quizzes
* Discussions
* Assignments

Lecture

Instructors are encouraged to include a form of lecture that engages the student in more than one learning modality, which could include text, photos, graphic elements, voice or video. If a lecture is made “time certain,” it should be archived/recorded for viewing at any other time.

Accessibility Compliance (Section 508/Americans with Disabilities Act)

AD instructors are responsible for the accessibility of the AD classroom environment. The Office of Instructional Technology as well as the ACCESS program can provide support for curriculum design to ensure compliance and maximum accessibility for all students.

##### Textbook Publisher Websites

Publisher websites and other web-based course material must not replace the district-approved course management system. Links to materials and websites must be placed within the instructor’s course shell. Any websites used as course material must also be accessibility compliant.

##### Contact Information

**Instructors**

An instructor’s contact information should include but is not limited to the following:

* Campus email address,
* Campus telephone number,
* Campus office location (if applicable)

Email communication with students must be conducted through district assigned email addresses.

**Students**

Instructors must use students’ district-assigned email addresses for course communication.

**Instructor Office Hours**Instructor office hour requirements are defined in the AFT Collective Bargaining Agreement. To ensure “regular effective contact,” whenever possible, both onsite and AD office hours should be established and communicated to students.

##### Prolonged Absence

Instructors who will be “offline” for more than two days, should notify students in advance. The division dean should be notified of any instructor absence that prevents the instructor from performing regular duties as an online instructor (as described above).

##### Instructor Availability

AD instructors follow the approved campus instructional calendar. For office hours requiements, instructors should refer to the Faculty AFT agreement.

##### Syllabus

A syllabus for an online course includes all the elements of a syllabus for an onsite course. In addition, it includes the minimum student technical skills and equipment requirements for an online classroom, student participation requirements, and the rules of conduct for an online classroom with an explanation of appropriate language andtone for discourse in an online classroom. Instructors should post a technological failure policy.

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##### Attendance Procedure

California Education Code Title 5 and the California Community College Attendance Accounting Policy set out the requirements for instructor-student contact for credit classes.

For example, a 3-unit lecture class requires that instructor-student contact hours be set at 3 hours per week, for the length of the semester (17.5 weeks for the Ventura County Community College District). For each instructor-student contact hour, two additional hours of homework are required of the student.

Title 5 requires that “Regular Effective Contact” be maintained online. According to the Carnegie unit equation, a 3-unit lecture course requires three hours of instruction, plus six hours of outside work for students. For an online class, this might be configured in the following way:

Instructor: online 4 days per week, totaling 3 hours.

Students: online at least 3 hours per week, plus 6 hours homework per week.

##### Written Assignments

All courses have required written assignments specified in the COR. The instructor must notify the student of all expectations of the format of written assignments.

##### Plagiarism

Instructors should define, discuss, and discourage plagiarism. They may choose to use detection tools to monitor or discourage plagiarism among students.

##### Examinations and Other Assessments

AD instructors may choose to have online assessments, onsite assessments, or any combination that best meets the needs of the course and stipulations in the AD sections of the COR. Elements to consider include the accommodation for students who cannot attend onsite assessments, the need to establish proctoring guidelines, and other logistic issues common to the online environment. Instructors are encouraged to use multiple modalities. In addition to quizzes and tests, instructors should use discussions, presentations, written assignments, project-based assignments, problem-based activities, and othersfor assessing student learning.

##### Review Session

AD instructors have the option of offering supplemental onsite sessions. If instructors choose to offer such a session onsite, an equivalent session should be offered online.

##### Final Examinations

Instructors must conduct course assessment, commonly in the form of a final examination and/or a final project. This assessment is required of all credit courses. The timeline for conducting a final examination or assessment is the same as that of an onsite course.

## VII. Student Services and Information

In order to support academic success and retention, instructors should provide students with information about Student Services. Students attending classes online have the right to the same instructional support and student services available to students attending classes onsite. Instructors should direct students to: <http://www.moorparkcollege.edu/services_for_students>

Library orientations and resources are available online.

All student rights and responsibilities detailed in the College Catalog apply toAD students.

##### Criteria for AD Students

In additional to general admissions and enrollment requirements, AD students:

* Must check their official district email account regularly. They will use this account for College purposes, including for their AD courses.
* Must have Internet access, preferably broadband, for efficient downloading and viewing of streamed content. Access is also available through Moorpark College facilities in the Library Learning Resources (LLR) Center and in Fountain Hall.
* Are encouraged to complete an online orientation via MoorparkCollege.edu/Distance Education ortake a workshop for online success..

## Appendix A: Communication Rubric

Below is an example of a rubric used to determine participation grades for an online discussion or assignment: delete? Same as onsite

|  |  |  |
| --- | --- | --- |
| **Grade** | **Performance Criteria** | **Response Characteristics** |
| **A** | An outstanding performance; it may exceed the expectations of the assignment. It is thought-provoking and persuasive. It meets and exceeds the requirements for the B response. | * clear and cogent.
* in-depth explanation of the topic.
* logical, creative organization.
* rich variety of convincing reasons, examples, and illustrations.
* conscious choice of effective language.
* authoritative, honest.
* clear awareness of audience.
 |
| **B** | A good, better-than-average performance. It is interesting and competent. It meets and exceeds the requirements for the C response. | * directly relevant to and addresses all parts of the assignment.
* logical organization.
* fully developed with supporting reasons and explanations
* generalizations supported with relevant, specific details.
* clear, concise writing.
* some awareness of audience.
 |
| **C** | Represents adequate, readable college-level thought and expression. Choice of topic is appropriate to the nature of the assignment. It may not respond to all parts of the assignment. | * focus relevant to assigned topic.
* some evidence of organization.
* gives supporting reasons and examples, but may not be fully developed.
* clear writing.
* consistent.
 |
| **D** | Confusing, difficult to read, unfocused. It does not demonstrate competent college-level thought on the topic or assignment. | * does not address assigned topic.
* unstructured or disordered.
* lack of support for ideas.
* unclear or incoherent expression.
* little awareness of audience.
 |
| **F** | Weak in several areas. It fails to communicate its ideas effectively. May indicate a lack of understanding of the assigned question. It may be late without instructor approval. Plagiarized responses merit an automatic F. | * no attempt to respond to assignment.
* seriously and consistently illogical.
* predicated on false premises.
* incomprehensible.
* little or no awareness of audience.
 |

Acknowledgement: this example rubric is based on the English Department’s writing assignment rubric.

## Appendix B: « Netiquette »

"Netiquette" is a policy for online conduct. Further information about netiquette can be found at this website: <http://www.albion.com/netiquette/corerules.html>

## Appendix D: Course Outline of Record (COR) AD Section XV update, see Curricunet

# XV. DISTANCE LEARNING COURSE OUTLINE

Department: Course ID:Course Title:

Directions: Fill out this form completely if you intend to deliver instruction via any mode of distance learning. An example form is available in the Curriculum Committee folder on the MC Share drive. Separate course approval for distance education delivery is required by Title 5, which states “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…” (55204(a)).  An instructor qualified to teach the course by distance education in the discipline should be present at the Distance Education Subcommittee meeting when the course is discussed, if at all possible.

1. Mode of Delivery (Check all that apply)

###### [ ]  Online (course will be delivered 100% online)

###### [ ]  Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

###### ­­­[ ]  Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)

[ ]  Lab activities will be conducted onsite

[ ]  Televideo (Examinations and an orientation will be held onsite)

[ ]  Teleconference

[ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Need/Justification (*What is the intent in offering the course by distance education?)*

###### [ ]  Improve General Student Access [ ]  Other:

3. Please describe how instructors teaching this course will ensure regular, effective contact with and among students:

4. Please describe how instructors teaching this course will involve students in active learning:

5. Please explain how instructors teaching this course will provide multiple methods of content representation:

6. Please describe how instructors teaching this course will evaluate student performance:

This course complies with the Moorpark College Distance Education Standards and Procedures. The Standards and Procedures are available in the curriculum committee folder on the MC Share drive.

## Appendix E : Glossary

**A**

**Accessibility –**refers to the opportunity for all users, especially individuals with disabilities who use various assistive technologies, to use and attend all aspects of a AD course. Accessible web pages take into account the special needs of visitors with auditory, visual, mobility, and cognitive impairments and give those users an equivalent browsing experience to that on non-disabled visitors. Likewise, accessible televideo materials include captioning for the hearing impaired.

**Accessibility Coordination Center & Educational Support Services (ACCESS) -** the program that assures all Moorpark College classes, activities and facilities are accessible to all qualified students.

**Accommodation** – Academic accommodations vary depending upon the documented needs of the individual student and are based on the demonstration that an accommodation is reasonable and necessary to improve the direct impact of a substantial limitation on a major life function.

**Alternative Delivery (AD)** – Courses that are delivered via online, hybrid, or web-enhanced format.

**Alternate Format –** Translation of information into a variety of accessible formats including Braille, large print, ASCII text, audio cassette, captioning, electronic text, etc.

**Americans with Disabilities Act (ADA) Standards** – As with onsite courses, all AD courses are subject to ADA standards. Consult ACCESS for ADA guidelines.

**Asynchronous –** Communication in which interaction between parties does not take place simultaneously. Asynchronous refers to an environment where students are, in effect, writing notes to each other where there is expected to be a passage of time between responses or that electronic communications can cross each other before being received. An example would be in using email or in a discussion forum.

**B**

**Blog** – A Web log maintained in the style of a journal that is available online and is usually the work of a single individual.

**Browser –** Software that allows you to find and see information on the Internet.

**C**

**Calendar** – The District instructional calendar that is observed for both onsite and online classes, including non-instructional days (holidays, flex days, etc.).

**Chat -** A tool that allows live-interaction via text and voice.

**Course Management System (CMS)** – The platform used for online courses. This platform is selected by the Ventura County Community College District Distance Learning Task Force (DLTF) and this software is to be used as the AD platform for all AD courses.

**Courseware –** Educational software and materials developed by a publisher for an AD course.

**D**

**Discussion –** A tool for interactive comments and responses on selected topics.

**E**

**E-Conferencing Systems** (e.g., CCC Confer, Wimba) –Software that allows live interaction among students and instructors using voice, text, and visual tools.

**F**

**H**

**Hybrid Class** – A course that blends online and onsite instruction. Repeat definition

**N**

**“Netiquette” REVISE–** The online version of onsite classroom etiquette.

**O**

 **Onsite Class** – Face-to-face instruction in an assigned room according to an assigned schedule of times and dates.

**Online Class** –All instruction is delivered through the internet. There may be a required onsite orientation

**Online with onsite Testing** – All instruction is delivered through the internet. Students are required to attend examinations in person. at the campus. There may be a required onsite orientation. Students who cannot attend the examinations may arrange proctoring with the instructor’s approval at an appropriate location (such as at another college, local library, or military base). Picture identification of students is required.

**Orientation** – An onsite or virtual meeting prior to the beginning of an AD course, during which the Instructor provides a basic review of the CMS, class standards and syllabus, course expectations, dates for assessments, , special software applications, and/or hardware that are necessary for the course, student services, and any other information that is necessary for students to succeed in the class.

P

Q

**R**

**S**

**Streaming –**Sequence of “moving images” that are sent in compressed form over the Internet and displayed by the viewer as they arrive.

**Synchronous –** Communication in which interaction between participants in simultaneous.

**T**

**Textbook Publisher Websites** –Websites provided by textbook publishers to enhance their textbook offerings.

**W**

**Web-enhanced Class –** A class delivered onsite with some classroom assignments/materials provided through a course management system.