APPROVED BY CCC DE Committee on 5/9/14 and CCC Academic Senate on 8/18/14

**CCC RECOMMENDED CRITERIA/EXPECTATIONS FOR FACULTY WHO TEACH ONLINE OR HYBRID COURSES:**

By the CCC Distance Education Committee

 *(Please note: Some ideas and phrasing were borrowed from Cabrillo College Distance Education Faculty Handbook and from Skyline College’s “Minimum Qualifications to Teach Online” )*

It is recommended that instructors who teach online and hybrid courses meet the Contra Costa College Distance Education criteria and expectations for online instruction in this document. This is in addition to existing procedures and best practices that departments may have for traditional face to face courses at Contra Costa College. An online course as defined by the state has 51% instructional hours online. A hybrid course as defined by the state has less than51% instructional hours online.

It is recommended that this document be used by Department Chairs as they hire and assign instructors to teach online.

**A. PREPARING TO TEACH AN ONLINE OR HYBRID COURSE:**

* Successful online/hybrid teaching involves a fruitful marriage between technology and content, a firm understanding of the recommended pedagogical teaching theories currently embraced by the online teaching community (see District D2L Community Online Tutorial available in Desire2Learn course accounts).
* Developing a successful online course involves understanding the particular strengths and weaknesses of this mode of delivery, the specific student population being served, and the technology—both hardware and software—that will aid faculty members in developing innovative online courses.

 **TECHNOLOGY CRITERIA:**

* + Faculty should have access to technology sufficient for managing their online course. This includes:
		- ***PC or MAC within approximately 5 yrs with a current operating system.***
		- Current browser compatible with current District Learning Management (LMS) System (Chrome, Firefox, or Safari)
		- Broadband Internet connection (DSL, Cable, etc).
		- Have all updated plug-ins, applications, software that is required of students for the course.
	+ Competent technology skills in order to effectively:
		- Create tutorials or lectures with captioning
		- Function in an online environment,
		- Create and manage content in the learning environment,
		- Assess students work using the District’s LMS tools, document editing tools, etc.
		- Communicate with students within the learning management system,
		- Troubleshoot students’ technical difficulties, and effectively communicate with students on these issues.

**TRAINING CRITERIA**: The faculty member who intends to teach an online or hybrid course should be able to fulfill the criteria below. Before they teach online, it is recommended the faculty member meet with the CCC Distance Education Coordinator to discuss the expectations of the following:

* + **Online Pedagogy:** The instructor should be knowledgeable about online pedagogy and best practices. ***Ideally they have completed one or more of the following to gain that knowledge***:
		- **From a credit course:** offered by the District, an educational institution (such as CSU East Bay), etc.
		- **A non-credit course or workshops** ( from @One, the District D2L Community Tutorial [available on D2L home page in “student view”], training in workshops within the District on online pedagogy, training by a department chair or colleague on pedagogy of teaching a specific online course (ex. Admin of Justice or Library Studies), or other equivalent training.
		- **The instructor has taught online at other colleges** and received training at that college through workshops or by faculty.
	+ **Training in using the district’s Learning Management System (example: Desire2Learn):** Attending trainings at one or more training sessions in the District within the last two years, and/or completion of the D2L self-tutorial on the D2L home page [student role, other training for the Learning Management System].
		- **All faculty who intend to teach online or hybrid courses should be able to do the following tasks within the District Learning Management System (example: Desire2Learn):**
		- Create a module
		- Add content to their course within a module (including documents, videos or audio, and links)
		- Add news items
		- Add discussion posts
		- Use internal email system (from the email function and from at least one grading function)
		- Demonstrate how students can set up their notifications to their cell phone or preferred email
		- Demonstrate ability to see a “student view” of the LMS course page
		- Create a short quiz
		- Create a drop box within the LMS with student instructions of assignment
		- Set up the grade book (as a point system or weighted grade system)
		- Ability to monitor their students’ progress
		- Ability to grade various types of assignments within the LMS (ex. Dropbox, discussion, quizzes)
		- To effectively identify within the LMS how to provide “regular effective instructor-student contact.”

**B. ADDITIONAL CCC EXPECTATIONS OF ONLINE/HYBRID INSTRUCTORS:**

* Faculty will follow CCC, District, and State, and Federal policies and recommended procedures related to the District Learning Management System (example: D2L):
* REGULAR AND EFFECTIVE INSTRUCTOR- STUDENT CONTACT: By state law, instructors must provide “regular and effective contact with students” and understand that correspondence courses are not acceptable as community college credit courses in California.
	+ Stated on DE Supplement Form: Every course that is taught in an online or hybrid format must have a CCC CIC Distance Ed Supplement to the Course Outline approved by the CIC. The forms are submitted by the Department for the course discipline. On that form is indicated how the instructor is expected to have “regular and effective contact with students” . The Teacher of the course is expected to follow the information on the form. (This should include at least three of the following: use of the class internal email, regularly posting news on the class page, using the course discussion board, using course internal blogs, use of chat or conferencing, use of group work within the online environment, giving students individual feedback on lessons and assignments, online office hours, phone access, etc.)
	+ Email Communication: The teacher should clearly state her/his class policy in the class syllabus for the course. If the teacher is unavailable for more than the period specified in the syllabus, the teacher should send students an email and post news item on class page to indicate when the teacher will return.It is recommended that online teachers respond to students’ emails within 24 hrs and that hybrid teachers respond at least every 48hrs.
* ACADEMIC HONESTY: Faculty will promote and follow the CCC Academic honesty policies.
	+ Plagiarism in Online Courses: If using Turn-it-in (or other district provided plagiarism checking software) the instructor will consider CCC recommended pedagogy for its use with students. [[1]](#footnote-1)
	+ Online testing—“protecting the tests” from student sharing: Instructors using online quizzes/tests within the LMS must ensure the tests are protected from student’s sharing quizzes, correct answers, etc. To do this the instructor should learn the various tools within the LMS that can help with this “protection”, including creating rotating pools of questions, rotating answer choices within a question, controlling how long the quiz is available,when students get their results and what results they get.
* ACCESSIBILITY: The instructor will follow all laws and policies on accessibility, ensuring that all resources in the course are accessible to all students. Any video used in the course will be captioned and any audio material will have a transcript provided. The instructor will consult with the DE Coordinator about procedures for getting materials captioned. Faculty should be familiar with federal guidelines for accessibility including 504 and 508 compliance.
* WELCOME LETTER A WEEK BEFORE CLASS BEGINS: It is recommended that the instructor send out a welcome letter to students a week before class begins to the students’ campus email, giving them direction on if and when there is an orientation, expectations for an online course and the specific course, and giving them enough information so they know what is required of them in the first week of class to prevent being dropped (ex. Attending an orientation, taking an online quiz on the syllabus, responding to a discussion post, etc).
* ADDING STUDENTS DURING THE ADD PERIOD: Because a student can not have access to the LMS until s/he is enrolled, it is recommended instructors keep the add period very short so students do not lag behind for lack of access to the class LMS course site. Remember that once students add the course on WebAdvisor, they will not gain access to the LMS until the next day. The students should be told to check to see if they have access to the LMS. If they do not, the instructor should be contacted immediately, who must then contact the College LMS Adminstrator (CCC Technology Services Department).
* CONTINUING EDUCATION ON TEACHING ONLINE: It is recommended that faculty continue to take advantage of workshops, trainings, etc. that are offered at the college, District, and elsewhere to update their skills in online teaching on a regular basis.
1. Forthcoming from DE Committee…Recommended pedagogy for using Turn-It-in with D2L [↑](#footnote-ref-1)