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**Distance Education Manual**

**Developing Hybrid or Online Courses**

This Online Faculty Handbook is designed to teach faculty the steps to make the transition to online from a face-to-face environment smoother and more problem free for you and your students. Keep in mind that both hybrid and online instruction are just delivery systems. The course material presented to students should be the same as in the classroom using only the traditional face-to-face delivery method. Only the way it is presented to the student changes as a course is designed for hybrid or online delivery.

**Definitions as used by Palau Community College:**

* **Hybrid** - class meets face to face for some number of instructional hours. However, some portion of instructional hours is scheduled to be replaced with online hours. The instructor may or may not meet with students during online sessions. Good study and technology skills are recommended for success. Login and password is required.
* **Online** - Class content, activities and interaction are fully online except for major exams (midterm and final exams). Good study and technology skills are recommended for student success. Students MUST access the online course material through requiring login and password (no open access). Student use of the online materials is a required element of the course. Login and password is required.

Please note that the learning management system (LMS) used at Palau Community College is **Moodle**.

Faculty teaching online courses are expected to check online course sites daily for student messages and are expected to reply to all messages or emails within 24 hours. Assignments are expected to be returned with comments/grades in a timely manner, usually within a week period at the most. Faculty must inform students of their progress on a regular basis and are expected to comply with all academic policies, procedures and requirements whether in a full time or adjunct position.

**Procedures for developing an online course:**

This document outlines the steps for faculty in the development of online courses.

1. Discuss the idea with your department/program head. ***Note:*** Courses must be approved by the curriculum committee (CPC) before they can be considered for online development.
2. Complete the Online Course Development proposal Form.
3. Submit the form to Distance Education Committee (DEC)
4. Take part in course training prior to developing course
5. Develop course completely from first day of instruction to final exam a month before the first offering of the course online
6. Inform DEC when course is completely developed
7. Have course approved by DEC

**Basic Course Requirements:**

1. Course must use Moodle platform, the approved and implemented on line course management system (CMS).
2. Course design must include ***basic checklist items*** but can be further developed if faculty developer wishes.
3. Courses need to be completed and approved by DEC at ***least a month*** before semester being offered begins.
4. Courses need to have ***major assignments scheduled and proctored by instructor*** in the on line computer lab (midterm and final exams at least)
5. Courses need to include at least one discussion board/forum where students post to each other’s postings.
6. Courses need to have course evaluation with final exam if possible and should have this done prior to start of final exam. Course evaluation will be developed by DEC. If there is no final exam, the course evaluation needs to be done before the submission of the last assignment or activity of the course.
7. Instructor may choose to use the SALG evaluation but must have this developed into the course prior to implementation of course. (see SALG.org for more information)
8. Major assignments need to be ***changed each semester*** to prevent copying by students from semester to semester. This can be as minor as just changing topics for essays to changing multiple choice or true/false questions slightly to using completely new short answer questions.
9. Once a course is developed, it will be cloned for ***all*** sections.
10. Adjunct faculty and full time faculty new to teaching on line must undergo online teaching training ***prior*** to the first day of instruction.
11. Full time faculty are responsible for course content, IT faculty for technical support and DEC chair for course development. This needs to be clear to adjunct faculty so that the proper person is contacted when help is needed. Contact information should be given to adjunct faculty prior to the start of a course.
12. Student/course orientation must be offered each semester for students who wish to attend. Orientation must be done by the end of the first week of instruction.
13. Orientations must be conducted by the teaching faculty (adjunct and full time) of the course sections.

Training will be provided by the Distance Education Committee (DEC) chairperson and the technical support faculty for the Moodle course learning platform. Faculty must work with the DEC chairperson when designing the course and also agree to be orientated to teaching online.

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“We strive to guarantee quality and excellence”

**Hybrid or Online Course Proposal**

To be completed by faculty member:

Today’s date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Information:

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program/Dept.:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course title and number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is this course hybrid or fully online? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Proposed Semester/Year Delivery Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of Academic Affairs signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Note:

1. Course must be a Committee on Programs and Curricula (CPC) approved course
2. If a new course, the CPC process for approval must be completed before designing as hybrid or online course can begin
3. Course offered in online or hybrid delivery must be consistent with face-to-face delivery in terms of content and course rigor

Course needs to be ready for review at least six weeks prior to the semester being offered and fully developed at least four weeks prior to semester being offered.

**Course Building Checklist**

**Overview** As you’re developing your course in Moodle, here is a checklist to ensure that the necessary information is included in your course:

**Optional**

* Post a “Welcome to the Class” letter
* Post a reminder about the first assignment due
* Post tips for being a successful online student

**Plagiarism Prevention**

* Post Academic Dishonesty information
* Create a strategy for plagiarism avoidance (lesson, submission of parts of a paper/project, etc.)
* Include web link to MLA/APA information (optional)

**Online Navigability and Organization**

* Syllabus is easily located
* List of instructional material required is easily located
* Topics are clearly identified and subtopics are related to topics
* Course schedule is available for printing
* Organization and sequencing of the course content is logical and clear
* Resources are clearly labeled and related to assignments

**Syllabus includes (may consist of individual pages or combined as one document)**

* Instructor contact information
* Course description
* Course objectives
* Expectations of students’ participation, honesty, etc.
* Clear timeline for student participation (semester course calendar)
* Expectation of availability of instructor and turnaround time for contact with instructor
* Grading evaluation
* Netiquette guidelines
* Disability Statement

**Aesthetic Design**

* Typeface is easy to read
* Sufficient contrast between text and background makes information easy to read

**Consistency in Course**

* Layout of course is visually and functionally consistent
* Navigability is clear, simple and user friendly
* Spelling and grammar are consistent and accurate
* Written material is concise
* Language of written material is friendly and supportive
* Clear directions are given for each task or assignment
* Sentences and paragraphs are brief

**Instructional design and Delivery**

* Students introduce themselves (allows for student interaction and also a sample of student’s writing style)
* Students are encouraged to respond to classmate introductions
* Netiquette is described and enforced
* Discussion boards/forums offer thought provoking answers (required design)
* Discussion boards/forums require students to post to each other (required design)
* Reading and writing requirements are consistent with course unit load
* Pace of delivery of course content is managed
* Course content is “chunked” for more manageable learning
* Reading assignments match learning outcomes
* Activities/assignments lead to learning desired concepts
* Instructional material may be reviewed repeatedly (no close date except for testing)
* Instructional material is available for printing
* Summary provided frequently to reinforce learning

**Assessment and Evaluation of Student learning**

* Pre-requisites are defined and enforced
* Acceptable methods for completing assignments are identified (group work, open book, etc.)
* Consequences of cheating or plagiarism are given and enforces
* Quantity and scope of graded assignments is reasonable
* Students’ research assignments’ reference list includes a variety of materials such as URLs, books and journals, videos, etc.
* Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways.
* Frequent and substantial feedback from the instructor is given
* Samples of assignments illustrate instructor’s expectations
* Detailed instructions and tips for completing assignments are given
* Due dates for all assignments are given
* Rubrics for grading coursework are included
* Rubrics for all assignments identify assessment guidelines
* Grading scale is clear
* Self-tests are similar to final evaluation instruments

**Faculty Use of Student Feedback**

* Evaluation at end of course
* Instructor is willing to modify course as needed to improve or fix inadequacies
* Instructor is able to modify elements (i.e. fix bad quiz questions, extend deadlines, etc.)

\*This checklist will be used during the review by the Distance Education Committee

**Course Assessment**

Course assessment is a requirement of faculty whether teaching in the online delivery mode or face-to-face. Online courses will be assessed in the same format as face-to-face courses following the established course assessment schedule and the institutional assessment process, FAMED. Fall courses will be assessed in the fall and spring courses will be assessed every spring. The required FAMED format template can be found at the end of this manual.

A faculty teaching for the first time will be required to attend an orientation training for course assessment; however, training for course assessment can be requested at any time. There may also be other required training sessions that will need to be attended, such as when revisions or updated are incorporated into the assessment process.

**Faculty evaluations**

Student evaluations will be conducted either by using the PCC created student evaluation for online courses or by using the SALG evaluation tool. Student evaluations will be done prior to the final exam on the scheduled exam day if final exams are required by the course and the PCC created student evaluation is being used. If the SALG evaluation tool is being used, the schedule should be set for students to take during the last week of instruction.

**Best Practices for online courses**

**(Tips for successful teaching and learning)**

* 1. **Create a “welcome” for your students.** Students need to be introduced to both the learning style and the course right from the start of the semester. Create an introduction to the course and a summary of what the student “will know and be able to do” at the end of the course. List the course learning outcomes, give tips for online learning success and provide important information, such as the syllabus and grading rubrics in this section.
  2. **Organize your course by units or weeks to make it easy for students to follow.** Students need to see the organization of the course clearly. It should be easy for the students to navigate through the learning objectives throughout the semester and for students to clearly understand the learning outcomes of each unit or week.
  3. **Have a variety of assignment types.** Students need variable ways to learn and show they have understood the learning outcomes of the course. Online courses can have different assignment designs including matching, multiple choice, short answer and essay type assessments. Quick assessments can be gotten through the use assignments that are taken on the course site with grades generated immediately at the end of the assignments while longer writing assignments can be uploaded with time allowed for instructors to comment and grade.
  4. **Create clear expectations for students.** Students need clear expectations for how to communicate with their instructor, where to find course information, what assignments need to be done, how they need to be completed and when assignments are due. All of this information should be clearly communicated to students through the course design, assignment instructions and teacher communications.
  5. **Give clear guidelines for grading.** Students need to understand what is expected of them for writing assignments especially. Have rubrics for assignments that guide the students and clearly explain the grading of the assignments. Post rubrics on course site for students to view before beginning assignments.
  6. **Prepare discussion posts that invite questions, discussions, reflections, and responses.** Students need to interact with one another and have meaningful class discussions just as in face-to-face classroom settings. Pose questions that will lead to critical thinking and thought provoking discussions. Require students to respond to each other’s postings to encourage discussion of topics.
  7. **Keep online text to a minimal amount.** Students need to be able to have printable resources that would represent the lectures that would be given in a face-to-face class setting. Keep text information from being pages to read. Use bullets, PowerPoint presentations, and other creative ways to convey information that student can print for study later. Many students find it hard to read from the computer screen only so make resources so that they are easily printable and encourage students to print for keeping in folders or binders.
  8. **Provide samples and examples whenever possible.** Students learn easier by following examples, especially when writing. A sample introduction or an example of a good thesis statement will help students apply the concepts to their own writings or get a better understanding of what is expected with that particular assignment.
  9. **Make your presence felt.** Students need to know that you care about who they are, care about their questions and concerns, and are generally "present" to assist them as needed. Students need to “feel” your presence several times a week. Respond to messages, emails and other forms of communication within 24 hours.
  10. **Provide effective feedback.** Students need to know how well they performed and what they can do to make improvements. They need to understand what errors they made and how to correct those errors. Provide automatic feedback for assignment types that allow it and comments for written answers.
  11. **Keep up with grading of submitted work.** Students need and expect to have their work returned in a timely manner. Turnaround time should be no later than a week if possible.
  12. **Change tests and assignments each semester.** To ensure that students are not using work from previous semesters, make revisions to tests, quizzes and assignments each semester. These changes do not need to be replacements of established coursework; rather changes can be made to make true questions false or simply change topics for writing assignments.

**PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID**

Enter Here

Enter Here

Enter Here

Enter Here

**Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course#/Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sem./ Yr.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prep. by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course?\_\_\_\_\_

How many students were included in this assessment? \_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ILOs:**  Check those that apply  [ ] ILO 1 – Critical Thinking and  Problem Solving  [ ] ILO 2 – Communication  [ ] ILO 3 – Quantitative and  Technological  Competence  [ ] ILO 4 – Diversity  [ ] ILO 5 – Civic Responsibility  [ ] ILO 6 – Aesthetics  Program Learning Outcomes:  State Program Learning Outcomes here with full description. State only the ones that apply to the course. | ***Formulate*** *– Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.* | ***Assess -*** *Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.* | ***Measure*** *– Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.* | ***Evaluate*** *– Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.* | **Develop** – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness. |
| **COURSE LEARNING OUTCOMES** | **MEANS OF COURSE ASSESSMENT** | **EXPECTED STUDENT PERFORMANCE** | **Summary of data collected** | **Analyzed Results / Action Plans based on Results** |
| CLO numbers and exact descriptions taken from CPC approved outline. | Program/Department approved Signature Assignments  List CLO and assignment separately.  CLO 1: midterm  CLO 2: project  CLO 3: midterm | 70% of the students assessed will perform at the proficiency level.  ***(The 70% is the approved expected student performance by Academic Affairs; the statement is not to be changed or removed. The 70% does not equate to a C grade. It is the 70% of students who will do the actual assessment and will be performing at the proficiency level.)*** | Actual results  ***(report actual results of CLO assessments)***  Report the CLOs separately. Do not average the percentages into one average.  Use the same statement as in the EXPECTED STUDENT PERFORMANCE column except use the % results and past tense.  CLO 1: 87% of the students assessed performed at the proficiency level.  CLO 2: 54% of the ……. | ***(Analyzed data and include analyzed results here. Action plans must be based upon the results. Any action plan given must be implemented the next time course is offered. Action plans must be data driven. If data does not relate to the plan do not include on this assessment column. There should be action plans for improvement for all CLOs that are below100 %.)***  List CLO action plan separately if more than one for different CLOs.  CLO 1: Last time the course was assessed, only 62% of the students showed proficiency compared to the 87% this semester. Although the benchmark was reached, to help those who did not show proficiency, more activities will be added after lecturing.  CLO 2: There was a 15% increase in the proficiency level from the last semester taught. However, inviting a guest speaker to discuss this topic is planned may help increase the proficiency level some more. |