



Distance Education Manual

Developing Hybrid/Online Courses or Resource Repositories

(Revised 2018)

This Distance Education Manual is designed to teach faculty the steps to make the transition to online/hybrid from a face-to-face environment smoother and more problem free for you and your students. Keep in mind that the difference between face-to-face traditional instruction and online/hybrid instruction is in the method of delivery. The course material presented to online/hybrid students should be the same as in the classroom which uses the traditional face-to-face delivery method. This manual is also designed to assist faculty with creating resource repositories for traditional courses.

According to the United States Department of Education (USDOE), “Distance education means education that uses certain technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor. The interaction may be synchronous (student and instructor are in communication at the same time) or asynchronous. The technologies may include:

- the Internet,
- audio conferencing, or
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.”

(<https://ifap.ed.gov/fsahandbook>).

Definitions as used by Palau Community College (PCC):

- **Online** - Course content, activities and interaction are fully online except for major exams or course activities (e.g. midterm and final exams). Good study and technology skills are recommended for student success. Students MUST access the online course material through required login and password (no open access). Student use of the online materials is a required element of the course. Login and password is required.

Online courses require the instructor to check students’ progress and participation in all activities through the online platform. Instructors must check the course site on a daily basis to see how students are progressing through the course content and to communicate with students on a regular basis. Instructors may schedule optional synchronous sessions which could include the possible use of chat rooms, Skype, FB messenger, and other similar technologies or meet with students if requested by them.

- **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 (Online hours can be synchronous or asynchronous or a combination of both so long as students are informed of the requirements ahead of time). Good study and technology skills are recommended for success. Login and password is required.

Hybrid courses combine the traditional face-to-face classroom with an online environment also. The traditional classroom time is reduced as some classroom activities and resources are placed online giving students more flexibility with time but also allowing for face-to-face instructor guidance. The instructor is able to follow student progress more closely with the traditional classroom setting yet assign work and research to be done either with instructor’s presence or as

outside the classroom activities. The online activities need to be such that cover the remaining contact hours. (For example, if a 3 credit lecture course which requires 3 contact hours a week meets one hour in the classroom, the activities online should take approximately two more hours to complete. In this way, 3 contact hours are covered.)

Instructors must conduct at least one in-class session per week in assigned classroom for hybrid courses. More may be scheduled as needed. Instructors are encouraged to meet with students in the on line computer lab as needed. It is advised to do this for the first week or two for student understanding of student learning style.

Faculty teaching online/hybrid courses are expected to check online/hybrid 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.

- **Resource Repository**

Faculty may also choose to use the LMS as a repository to put resources for traditional classes. Should an instructor choose to do this, he/she needs to consult with the Distance Education Chairperson or Instructional Media Specialist for training. Orientation is mandatory as students need to have a username and password.

Procedures for developing an online/hybrid 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/hybrid/resource repository development. New courses go through the process for proposing new courses.
2. Complete the Online/Hybrid Course/Resource Repository 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. If used as a Resource Repository, major resources should be ready for use.
6. Inform DEC when development is completed and ready for students
7. Have course approved by DEC

Training will be provided by the Distance Education Committee (DEC) chairperson and/or Instructional Media Specialist. Faculty must work with the DEC chairperson and/or Instructional Media Specialist when designing the course and also agree to be orientated to teaching online. All technical issues and problems with the course site should be directed to the PCC Online Administrator.

Basic Online Course Requirements:

1. Course must use the PCC approved learning management system (LMS).
2. Course design must include **Online Course Building Checklist** 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 PCC Online Lab (e.g. midterm and final exams)
5. Courses need to include at least two 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. 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.
8. Once a course is developed, it will be cloned for **all** sections.
9. Adjunct faculty and full time faculty new to teaching on line must undergo online teaching training **prior** to the first day of instruction.
10. Full time faculty are responsible for course content and development, PCC Online Administrator for technical support, and DEC chair and Instructional Media Specialist for course development training.
11. PCC Online Administrator does not develop or design courses. When assistance is needed, contact the DE chairperson or Instructional Media Specialist. PCC Online Administrator is responsible for technical support only.
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 of the course sections. Online courses will conduct the orientations at 5:00pm or later to accommodate working students. If necessary, due to full time slots, 4:00pm should be the earliest time scheduled for orientations. Courses with labs will conduct orientation in the Online Lab during the first course lab.
14. Faculty are expected to log in at least once a day to check for student messages and student participation. Faculty should refer students to advisors if regular participation is not occurring.

Basic Hybrid Course Requirements:

1. Course must use the PCC approved and implemented learning management system (LMS).
2. Course design must include **Hybrid Course Building Checklist** 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 if on the course site (midterm and final exams at least). Instructors may wish to conduct major exams and quizzes during in-class sessions instead.
5. Courses need to have course evaluation completed as with traditional course delivery method. Course evaluation will be done at a scheduled time during an in-class meeting.
6. 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.
7. Once a course is developed, it will be cloned for **all** sections. Online courses will be used for hybrid courses with instructor deciding how much will be used in hybrid mode.
8. Adjunct faculty and full time faculty new to teaching on line must undergo hybrid teaching training **prior** to the first day of instruction.
9. Full time faculty are responsible for course content and development, PCC Online Administrator for technical support, and DEC chair and Instructional Media Specialist for course development training.
10. PCC Online Administrator does not develop or design courses. When assistance is needed, contact the DE chairperson or Instructional Media Specialist. PCC Online Administrator is responsible for technical support only.
11. 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.
12. Orientations must be conducted by the teaching faculty of the course sections. Hybrid courses will conduct the orientations during the already scheduled course time. Courses with labs will conduct orientation in the Online Lab during the first scheduled course lab.
13. Faculty are expected to log in at least once a day to check for student messages and student participation. Faculty should refer students to advisors if regular participation is not occurring.

Training will be provided by the Distance Education Committee (DEC) chairperson and/or Instructional Media Specialist. Faculty must work with the DEC chairperson and/or Instructional Media Specialist when designing the course and also agree to be orientated to teaching online. All technical issues and problems with the course site should be directed to the PCC Online Administrator.

All courses, whether hybrid or online must be up to date with current dates and information. Resources and links should be checked prior to each semester taught to ensure they are current. Resource Repositories need to also check resources and links for currency.



Online, Hybrid or Resource Repository Proposal

To be completed by faculty member:

Today's date: _____

Faculty Name: _____

Contact Information:

Email: _____

Telephone: _____

Program/Dept.: _____

Course title and number: _____

Will this course be hybrid, fully online or a resource repository? _____

*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 fully developed and ready for review at least one month prior to the semester being offered

All courses and resource repositories will undergo review at least four times a semester/session during the semester offered. The Distance Education Chairperson and Instructional Media Specialist will have access to all LMS courses to ensure quality of both teaching and learning is ongoing.

Online 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:

Required in Overview

- PCC Academic Policy – Attendance
- PCC Academic Policy – Academic Integrity
- Instructor contact information
- Syllabus (must include disability disclaimer)
- Course learning outcomes with rubric
- Course schedule of assignments

Syllabus includes same requirements as syllabus format for traditional courses but format may vary. It may consist of individual pages or combined as one document.

Optional

- Post a "Welcome to the Class" letter
- Post tips for being a successful online student

Plagiarism Prevention (required)

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

Online Navigability and Organization

- List of instructional material required is easily located
- Topics are clearly identified and subtopics are related to topics
- Organization and sequencing of the course content is logical and clear
- Resources and links are clearly labeled and related to topics/assignments
- Expectations of students' participation, honesty, etc. are clear
- Clear timeline for student participation (semester course calendar)
- Expectation of availability of instructor and turnaround time for contact with instructor
- Grading rubrics

Aesthetic Design

- Typeface is easy to read
- Labels are used to distinguish between resources and activities
- Sufficient contrast between text and background to make 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). The forum can be used for this during week one.
- Students are required 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 for resource material)
- Instructional material is available for printing
- Summary provided frequently to reinforce learning

Assessment and Evaluation of Student learning

- Acceptable methods for completing assignments are identified (group work, open book, etc.)
- Consequences of cheating or plagiarism are given and enforced

- 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, if used, 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

Hybrid 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:

Required in Overview

- PCC Academic Policy – Attendance
- PCC Academic Policy – Academic Integrity
- Instructor contact information
- Syllabus (must include disability disclaimer)
- Course learning outcomes with rubric
- Course schedule of assignments

Syllabus includes same requirements as syllabus format for traditional courses but format may vary. It may consist of individual pages or combined as one document.

Optional

- Post a "Welcome to the Class" letter
- Post tips for being a successful hybrid student

Plagiarism Prevention

- Create a strategy for plagiarism avoidance (lesson, submission of parts of a paper/project, etc.)
- Include web link to latest MLA/APA information

Online Navigability and Organization

- List of instructional material required is easily located
- Topics are clearly identified and subtopics are related to topics
- Organization and sequencing of the course content is logical and clear
- Resources and links are clearly labeled and related to topics/assignments
- Expectations of students' participation, honesty, etc. are clear
- Clear timeline for student participation (semester course calendar)
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- 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 for resource material)
- Instructional material is available for printing
- Summary provided frequently to reinforce learning

Assessment and Evaluation of Student learning

- Acceptable methods for completing assignments are identified (group work, open book, etc.)
- Consequences of cheating or plagiarism are given and enforced
- 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, if used, are similar to final evaluation instruments

Faculty Use of Student Feedback

- 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.)

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Course Readiness

All hybrid and online courses need to be prepared for offering by the assigned faculty whether courses are newly designed or being repeatedly offered. When a hybrid or online course has already been designed and approved for offering, it is the responsibility of the faculty assigned to teach such course to prepare it for the semester being offered. Courses must be ready for committee review one month prior to the beginning of the first day of instruction. Major exams, quizzes, assignments, and discussion forums need to be revised if course is a repeated offering and all semester dates of student activities (assignments and examinations of all types) need to be in place. In addition, if a course outline has undergone revisions, the revisions must be reflected in the online/hybrid delivery of the course as well

All weeks, including the final exam week, must be available for students to view. Quizzes and exams need to be properly set to start and end at specific times and should be visible as activities to be completed and not hidden from student view. While an assignment, such as the actual final exam may be hidden, there should be some indication that the assignment is required and date.

Teaching the Courses

Faculty must follow the PCC Attendance policy for online students. Therefore, instructors must log on at least once a day to ensure that students are actively participating in academic related activities. According to USDOE, concerning academic related activities for distance education courses:

- Documenting that a student has logged into an online class is not sufficient by itself.
- School must demonstrate that a student participated in class or was otherwise engaged in an academically related activity such as contributing to an online discussion or initiating contact with a faculty member to ask a course related question.

Faculty are expected to grade in a timely manner, use course site to collect student assignments, record grades and student feedback, and give additional assistance as needed for course content.

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 in the spring.

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 updates 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 (as for hybrid courses) by the PCC student evaluation used for traditional courses. Student evaluations will be done prior to the final exam if final exams are required by the course and the PCC created online student evaluation is being used.

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.

For more support and best practices, visit ACCJC Policy on Distance Education and on Correspondence Education available at <https://accjc.org/wp-content/uploads/Distance-Correspondence-Education.pdf>.