

# Online Education

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Presented to AS Council and approved on 3/13/09.

This document is posted to the [Portal \(Distance Education site\)](#) and [Courses & Program website](#).

Last updated on May 2011.

## Contact List – For Assistance With:

Faculty Director, Online Education The faculty director of Online Education works with administration, departments, faculty, staff and students to promote online learning and teaching; support the development of online courses; coordinate technical training and provide operational support to faculty teaching online, hybrid, and web-enhanced on-site classes; supervise technical classified support staff; and provide leadership for innovation in web-based teaching and learning.

### *Pedagogy & Technology*

Pedagogy Development..... [Program for Online Teaching](#)  
The CyberCosta listserv of online faculty: [cybercosta@miracosta.edu](mailto:cybercosta@miracosta.edu)  
Lisa M. Lane, Faculty, [llane@miracosta.edu](mailto:llane@miracosta.edu), x7706

Technology Training &  
Assistance..... Karen Korstad, Faculty Technology Specialist,  
[kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu), x6787

### *Policies, Procedures, & Issues*

C&P Assistance..... Gwen Partlow, WebCMS/Instructional Services,  
[gpartlow@miracosta.edu](mailto:gpartlow@miracosta.edu), x6813

Online Accessibility..... Robert Erichsen, Access Specialist, [rerichsen@miracosta.edu](mailto:rerichsen@miracosta.edu), x6684

### *Course Management Systems*

Blackboard..... Karen Korstad, Faculty Technology Specialist,  
[kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu), x6787

Moodle..... Karen Korstad, Faculty Technology Specialist,  
[kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu), x6787

Lisa M. Lane, Faculty, [llane@miracosta.edu](mailto:llane@miracosta.edu), x7706

### *Services/Resources*

Distance Education Web Page.... Contact the Faculty Director, Online Education

Library Resources & Services.... Pamela Perry, Emerging Technologies Librarian,  
[pperry@miracosta.edu](mailto:pperry@miracosta.edu), x6719

Jennifer Paris, Electronic Resources Librarian,  
[jparis@miracosta.edu](mailto:jparis@miracosta.edu), x7814

Copyright, Fair Use, Creative  
Commons, Teach Act,

Open Learning..... Contact the Faculty Director, Online Education; and/or  
Pamela Perry, Emerging Technologies Librarian,  
[pperry@miracosta.edu](mailto:pperry@miracosta.edu), x6719

## MCC's Web/Portal: Distance Education Related Sites

### College Related Web & Portal Sites

[Distance Education Portal Site](#): A repository of documents related to online education at MiraCosta College. Posted in the Distance Education portal site is the [Online Education Plan](#).

[Distance Education Website](#). Provides links to MiraCosta's course management systems (e.g., Blackboard and Moodle), contact information, plus additional resources (i.e., 'Getting Started,' Distance Education Quiz,' the 'Current Online Course Schedule,' 'Technical Requirements,' 'Online Class Tips,' etc.).

[The Teaching /Technology Innovation Center](#) (TIC). The TIC can be used/reserved by faculty/staff for audio/video recording (e.g., creating narrated lectures for online courses) and training events. The TIC is located in the library information HUB on the Oceanside campus, room 1253. Visit the website for a virtual tour, a list of the technology available, calendar of events, workshops, plus the website includes Blackboard faculty resources and tutorials for campus teaching technologies.

[Program for Online Teaching](#) (POT). The Program for Online Teaching provides pedagogical education for all faculty engaging in online instruction via online/hybrid classes or the use of web technologies in the classroom. Resources, workshops sponsored by the Professional Development Program, and a certificate in online teaching are available. While there are several opportunities available for professional development, please note that expectations and requirements to teach online may vary from department to department.

## Creating a WebCMS Proposal to Offer a Course Entirely Online (Or as a Hybrid)

To offer a course in an online format (either in part or whole), begin by consulting with your department. Keep in mind that a full-time faculty member will need to both (1) update the entire course in WebCMS and (2) complete the supplemental Form A for the course.

### **An Overview of the Supplemental Form A**

*Amount of the Course That May be Offered Online.* At the top of the Form A you will be asked to choose between the options of '100% Online or Hybrid' and 'Hybrid Only.' The basic distinction between these two options is that the 'Hybrid Only' option should be chosen if one or more course components require in-person contact (e.g., proctored testing, at least one onsite lecture or activity, etc.).

*Specifying How a Lab, Practicum, Activity, or Performance Could Take Place Online.* For courses that require a lab, practicum, activity, or performance component, it is necessary to describe how the component would be delivered in an online format. Please keep in mind that the explanation provided should be general enough to allow for flexibility in how different instructors might choose to teach the course online (e.g., as an instructor may choose to use a different CMS or a Web 2.0 application), but specific enough so that the Course and Programs Committee understands how the component(s) will be delivered in an online format. If the 'Hybrid Only' option was chosen because these components will occur onsite, then this fact alone is all that needs to be stated.

*Regular and Effective Communication.* Regular and effective communication between the instructor and students is expected for every course. To demonstrate that regular and effective communication is possible to achieve in an online format, you will be asked to indicate how the communication will take place. Fortunately, this is made easy. The Form A lists several different examples of synchronous (e.g., telephone, online video chat) and asynchronous (e.g., discussion boards, email) modes of communication. Simply check the box next to each mode of communication that could be used. If needed, there is also room to describe other modes of communication not already included on the checklist.

*Accessibility.* As mandated by law, all courses must be accessible to persons with disabilities. Those with questions about accessibility standards for online instruction or require additional assistance are directed to contact our MiraCosta Access Specialist Robert Erichsen (x6684). Additionally, a link is provided to the MiraCosta College standards for meeting ADA requirements as outlined in the document Best Practices for Section 508 Compliance.

*Instructional Technology.* Finally, it is noted that instructors who choose a Learning Management System to administer/deliver the course not supported through the college are responsible for reviewing and abiding by the ['MiraCosta College Guidelines for Non-College Supported Online Technologies'](#) policy.

### **To Request Assistance with Updating the Course And/Or Form A**

For technical help with using WebCMS, filling in the Form A, or for an example of a recently approved Form A please contact Gwen Partlow (x6813, [gpartlow@miracosta.edu](mailto:gpartlow@miracosta.edu)). Feel free to request assistance from Cindy Dudley (Technical Writer, x6853, [cdudley@miracosta.edu](mailto:cdudley@miracosta.edu)) with modifying the course outline of record (COR).

## Scheduling Hybrid/Online Courses

### Working with Your Department Chair

If you are interested in scheduling a hybrid or online course, speak with your department chair. Your department chair can also let you know whether the course already has C&P approval to be offered as either a hybrid or online course. Additionally, please note that expectations and requirements to teach online may vary from department to department.

### The Schedule of Classes

Notify your department chair if there will be any required onsite meetings (e.g., exams) for an online/hybrid course. Provide this information to your department chair when the class is being scheduled to go into the Schedule of Classes. For example, if your online students will be using the Academic Proctoring Center (APC), let the department chair know so that it can be included in the Schedule of Classes. Likewise, if there are specific dates that students must meet onsite for online/hybrid course, let the department chair know.

### The MCC Distance Education Website

The [Current Online Course Schedule](#) (posted as part of the MCC Distance Education Website) lists online and hybrid classes. Students can select courses by term and then sort the results by discipline and course number (e.g., ACCT 101), instructor, units, or start date. When students click on the course name, they then see the catalog description, student learning outcomes, and the instruction information regarding the course.

Please visit the MCC Distance Education Webpage when the schedule of classes is published - updating this website with your course information for each online/hybrid course that you teach. This includes: The name of the learning management system (LMS) used for the course, the course start page (e.g., can be a web address for the LMS, or the syllabus on the instructor's website), course e-mail (where the student can contact the instructor), office location, office hours, instructor's phone number, and any additional notes the instructor wishes to provide (e.g., any onsite testing requirements; this field is currently disabled).

To update the course information on the MCC Distance Education Webpage,

1. Go to the [Distance Education Webpage](#).
2. Click on **Faculty Login** (upper right) – login with USA\username and your password.
3. Click on the + symbol by **Faculty Preferences**. Click on **Set Preferences**
4. Select the term (e.g., **Spring 2012**) from the term menu. Select the course you want to update.
5. Enter your preferences in the form, and then type in the provided 'Captcha' and click the Submit button to save.

## Academic Proctoring Center

The [Academic Proctoring Center](#) provides a proctored testing site for students enrolled in online courses. In addition, the Academic Proctoring Center (APC) will proctor a makeup exam if an instructor authorizes this service for special student circumstances. The APC services are available at both the Oceanside and San Elijo campuses, during morning, afternoon, and evening hours during the week. In addition, with the instructor's permission, the APC will also work with a student who wishes to schedule an exam at a non-MCC proctoring center that is geographically closer to the student. Visit the Academic Proctoring website to find out more about the APC services for our students.

Setting Up to Use the Academic Proctoring Center: Contact the staff at the Academic Proctoring Center ([apc@miracosta.edu](mailto:apc@miracosta.edu)) for assistance. Typically, this should be done before the start of the semester. You will also need to notify your potential online students in the Schedule of Classes that they will be expected to take one or more exams at the Academic Proctoring Center. To accomplish this, work with your department chair to get the information into the Schedule of Classes. An example of a notice to students in the Schedule of Classes would be, "Students will take three exams at the Academic Proctoring Center (at Oceanside, San Elijo, or outside San Diego upon approved request)." Note that you will also need to include the onsite testing requirement in your class syllabus.

## Faculty Training and Education for Online Teaching

If you will be teaching for the first time an entire course online, take the time to prepare, and consider the following excellent resources. As part of your planning, keep in mind that expectations and requirements to teach online may vary from department to department (e.g., due to differences in the subject matter being taught, etc.).

### **Certificate for Online Teaching (Offered through Program for Online Teaching)**

The [Certificate for Online Teaching](#) is offered here at MiraCosta – to find out more, visit the [Program for Online Teaching](#) site. Interested in a Certificate for Online Teaching? Contact the program director, Lisa M. Lane (llane@miracosta.edu).

### **MiraCosta Flex Opportunities: Covering Online Pedagogy & Technology**

The [Flex/Professional Development Program](#) (PDP) offers a large selection of workshops focusing on online instruction and technology.

Many of these workshops occur during the [Program for Online Teaching](#) mini-conferences (typically offered during Fall and Spring flex weeks). Monthly workshops are also offered by the Program for Online Teaching during Fall and Spring semesters in both on-site and online locations.

In addition, [Academic and Information Services](#) offers technology training workshops, both during flex week and throughout the semester. Many of these workshops occur at the [Teaching/Technology Innovation Center](#) (known as the TIC; view the semester [calendar of TIC workshops](#)).

Need training for using Bb9? Starting Spring '11, faculty will have the opportunity to complete Bb9 training (and demonstrate competency) by completing self-paced online modules, and earn flex credit in the process. Contact Karen Korstad (kkorstad@miracosta.edu, x6787). More experienced users can 'test out' of those units with which they already have familiarity.

Please refer to the [Flex/Professional Development Program](#) website further information..

### **Faculty Training Opportunities – Offered Off-Campus**

[@One](#): Offers certificates, conferences, online courses, and desktop seminars each semester. Offerings include online courses that focus upon teaching online (e.g., Introduction to Online Teaching and Learning, Building Online Community with Social Media), course management systems (e.g., Blackboard, Moodle), and software (e.g., Camtasia Studio, Dreamweaver).

[Cerritos Community College](#) offers courses such as EDT 125 Fundamentals of Online Teaching, EDT 123 Internet Tools for Educators, EDT 120 Exploring Assistive Technology in Education.

[Cyber Teachers' Institute](#) (CTI) Series offers three courses (CTI100 – You Can Teach Online; CTI101 – Classic Cyber Teachers' Institute; CTI 102 – Advanced Cyber Teachers' Institute). A Cyber Teachers' Certificate is



awarded upon successful completion of all three courses. The courses are taught using Etudes-NG.

Etudes-Ng: Faculty choosing to use Etudes-NG are required to take an online training course that covers how to use the Etudes-Ng program (e.g., setting up a discussion or quiz, posting material, etc.). To learn more, contact Vivie Snow ([SinouVivie@foothill.edu](mailto:SinouVivie@foothill.edu)).

[UCSD Extension](#) offers several courses on online teaching (e.g., Introduction to Online Teaching; Enhancing Your Online Course with Multimedia; Instructional Technology tools).

### **Blackboard 9 NG Online Training (Earn Flex Credit)**

Faculty have the opportunity to complete training and demonstrate competency using Blackboard 9 NG. The Blackboard training is online, self-paced, and provides instruction geared to the absolute beginner. Those with greater experience can quickly test out of the entry modules. Learn through a combination of well organized videos and text that first mention what is possible, and then show you how to accomplish it yourself.

The Basics Blackboard Skills module contains the following units: (1) Course Environment, (2) Building Content, (3) Course Tools Basics, (4) Users and Groups, (5) Grade Center, and (6) Assessments.

Faculty may earn flex credit for working through each of these online units, from the comfort of their home, at times that are convenient. You will also get ideas (from working through the module) how you might organize your online course in Blackboard.

### **Faculty Mentorship for Online Elements & Pedagogy**

Faculty may earn up fifteen hours of flex credit (as mentor or mentee), by participating in a mentor/mentee relationship, learning about and incorporating online elements into their courses. This is a professional growth opportunity for faculty who want to ‘put their toe in the pool’ (incorporating online elements into an onsite class), will soon be experiencing full immersion (developing a whole new course online), or want to take their online skills to the next level. Interested in participating? For more information, contact Robert Kelley ([rkelly@miracosta.edu](mailto:rkelly@miracosta.edu)).

### **Incremental Technical Training – Make a Half Hour Appointment**

Karen Korstad, the Faculty Technology Specialist, helps faculty gain additional technical expertise with the Blackboard course management system. Note that these appointments do not take the place of faculty learning how to teach online or how to teach using Blackboard.

Karen assists faculty with specific issues and/or provides an initial overview of Blackboard. Example topics include: General overview, online question pools and assessments, synchronous and asynchronous discussions, setting up the Blackboard course menu, posting assignments and giving students feedback, using the grade center, linking to outside resources (e.g., YouTube video clip), setting up student groups within the course (e.g., for discussions or projects). You can set up an appointment for technical training on Blackboard by contacting Karen Korstad at x6787 ([kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu)).

## Program for Online Teaching

The [Program for Online Teaching](#) is a volunteer organization of faculty offering pedagogical education in online instruction. Workshops during flex week and throughout the semester are offered through the Professional Development Program. Resources at the POT site are available to all and include *recorded presentations* (e.g., Beginning Online Teaching; Enhancing Online Teaching with Web 2.0), *document resources* (e.g., checklists, workshop handouts, discussion rubrics), *links to external sites*, *faculty tutorials* (e.g., creating screencasts), etc. A certificate in online teaching is offered through POT's Certificate Class and is open to all faculty.

## Teaching/Technology Innovation Center (TIC)



The Teaching / Technology Innovation Center is located in the library information HUB on the Oceanside campus (rooms 1253 & 1254). When you enter the library, go to the second floor, walk all the way to the back (on the left hand side), enter through the door, and it is directly in front of you at the end of the short hallway).

The TIC is drop in, however the space located in HUB 1253 can be reserved for audio/video recording and training events (view the semester [calendar of TIC workshops](#)). For example, the TIC is set up so that you can record videos for your online courses. The [TIC website](#) also includes tutorials for several different applications and resources, such as Elluminate

Live!, Edustream, Resondus, Wimba Voice Tools, etc.

Adjacent to the TIC are Karen Korstad and Robert Erichsen's offices, plus several open computer stations (running Windows) for faculty and staff.

## MCC Portal: Knowledge Center

[Academic and Information Services](#) posts several resources to the “[Knowledge Center: Help & Support Sites](#)” located in the MCC portal. Simply select a subject on the left side of the screen, and on the right side will appear a list of relevant help documents, training videos, How-To guides, Wiki pages, and websites.

## Teaching Online

### Student Accessibility Requirements & Resources

It might at first seem overwhelming when you think about how to make your online course more accessible. The good news is that as an online instructor you have already accomplished an important first step by providing instructional materials to your students in an electronic format. Beyond this, building accessibility into your workflow is not difficult once you know what to do.

Please remember that the expectation is not that you will have a perfectly accessible course or that you will sacrifice innovation. Instead, adding the following to your workflow is a good place to start:

- Provide alternative text for all images and graphics.
- Scan clean copies of materials to add to course. Make sure text is legible.
- Locate materials in already accessible formats (.html, .doc, .txt) whenever possible.
- Purchase captioned video or prepare a transcript/script to expedite captioning.
- Avoid uninformative link phrases such as “click here”, “more”, and “here”.

Beyond the specific technical requirements related to accessibility, it is important to become more aware of the experiences of students with disabilities. A great way to accomplish this is to watch the ‘From Where I Sit’ series at <http://www.calstate.edu/accessibility/resources/videos.shtml>. Each episode of this exceptional series produced by the California State University system tells the story of one student and provides specific strategies to support that student, as well as faculty responses.

There is much evidence that including principles of accessibility or universal design in your course development will benefit all learners, including second language learners, and accommodate different learning styles. For a better understanding of how accessibility can strengthen your course for all students, please visit the University of Washington’s Do-It program website at <http://www.washington.edu/doi/Resources/accessdl.html>

For further information regarding how course content should be made accessible to all students refer to our Access Specialist, the WebCMS Form A for the course they are teaching, and/or the Access Checkoff list (on file with the Access Specialist).

Additionally, the Chancellor’s Office has provided the document “[Distance Education: Access Guidelines for Students with Disabilities](#)” to provide expectations regarding accessibility to online course content and interaction (see the entire document at [http://www.htctu.net/publications/guidelines/distance\\_ed/disted.htm](http://www.htctu.net/publications/guidelines/distance_ed/disted.htm)).

Our MiraCosta College Access Specialist is Robert Erichsen ([rerichsen@miracosta.edu](mailto:rerichsen@miracosta.edu), x6684).

## Copyright, Fair Use, Creative Commons, & The Teach Act of 2002

Consider reading (and watching the included video) on [The Code of Best Practices in Fair Use for Media Literacy Education](#) and/or visit the [Fair Use Harbor](#) website. Information about copyright and fair use may also be found at the [AIS Technology Policies](#) page.

It is also helpful to be aware of the Teach Act of 2002 which gives online instructors rights and responsibilities when using copyright material for instructional purposes. For a helpful summary of those rights, responsibilities, and material that are covered, consider reading the article [The Teach Act Finally Becomes Law](#) and refer to the checklist provided at the bottom of the article. Note that the Teach Act is in addition to Fair Use; thus you may evaluate whether either would allow you to use the material in your online course. For additional reading (with several links to other articles), read [Distance Education and the Teach Act](#).

To learn more about material covered by the creative commons license (e.g., giving you permission to use the material as long as you provide attribution), visit the Wikipedia entry on [Creative Commons Licenses](#). The article lists several locations where you can search for material covered by the creative commons license (e.g., [Creative Commons' Search Page](#); music - [Electrobel Community](#), [Audiofarm](#); images - [flickr](#), [Open Clip Art Library](#)).

### Online Office Hours / Synchronous Class Discussions

Regarding the policy for online office hours, full-time faculty please refer to the [Full-time Faculty Handbook](#), pg. 44. Policies related to associate faculty holding office hours are provided in the Associate faculty collective bargaining agreement (posted at the [Associate Faculty Information](#) page).

There are several ways to host office hours and synchronous class sessions online. One method that faculty may want to explore is using Elluminate Live (and/or CCCConfer). Elluminate Live enables faculty to text chat with students, to draw on an electronic whiteboard, to show students applications running on the faculty member's computer, and to talk using Voice Over IP (VOIP).

Note that not all students may have access to a computer with a microphone and speakers – so if talking is important, the instructor can rely upon a conference phone call in addition to Elluminate Live. The instructor can set up a conference phone call using CCC confer. The CCC Confer conference call option allows multiple students to be on the line, to talk with the instructor.

To find out more on how to use Elluminate Live and/or CCCConfer to host online office hours, contact our Faculty Technology Specialist, Karen Korstad, x6787 ([kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu)). Resources for using Elluminate Live! are also posted on the Teaching/Technology Innovation Center (TIC) website, on the [Elluminate Live! webpage](#).

### Library Resources & Services

The MiraCosta College Library provides a wide range of online services and resources to enhance your online class. If you are planning a research project or paper for your class, consider providing a link to the [Library homepage](#) to make access easier for your students.

**Online Reference Service.** The MCC Library [Ask A Librarian](#) service provides email and chat reference service to answer your students' research questions. Librarians answer email questions during library hours, or

students may access a 24/7 chat (IM) reference service provided by academic librarians from all over the country. You can create a direct link to Ask A Librarian reference services at <http://library.miracosta.edu/askalibrarian>

**Online Information Resources.** The library provides access to tens of thousands of periodicals, reference sources, and e-books via a collection of more than forty [online databases](#). They provide both general and subject specific databases. Students and faculty may access the library databases from any computer. If you are accessing databases from off-campus, you will be prompted for a user name and password. Faculty: Use your network login and password Students: Use SURF ID and password

**Intelecom.** Check out this collection of high quality discipline specific closed captioned video segments. Video segments can be used to highlight an important point, help get students thinking on a topic, or serve as a starting point for a discussion. Check out these videos as a way to supplement your existing course materials. You can access this video from the Library's homepage: <http://library.miracosta.edu>, select the "Articles/Databases" tab, and then Databases A to Z. Use your faculty username and password for remote access.

**Films on Demand:** This streaming video collection is one of the leading sources of high-quality video and multimedia for academic, vocational and life-skills content. Closed-captioning is available. A simple search interface allows you to quickly find what you need. You can access this video from the Library's homepage: <http://library.miracosta.edu/>, select the "Articles/Databases" tab, and then Databases A to Z. Use your faculty username and password for remote access.

**Using "Permanent" Links to Direct Your Students to Library Resources.** Create electronic reading lists in your online course content to individual articles or e-books from nearly every library research database subscribed to by MiraCosta College. Article and e-book links are made using stable or permanent document urls. Simple instructions on locating stable/permanent urls in the various databases and making the proxy server modification for off-campus access may be found online on the Library web site: <http://hub.miracosta.edu/Library/Libguides/Documents/eReadingLists.pdf>

### Academic Integrity

**Minimal Requirements to Identify Students Completing Coursework.** The recently passed Higher Education Opportunity Act has brought into the spotlight the issue of verifying online student identity. For now, requiring a User ID and password is considered sufficient (see an [EduCause posting on the topic](#)). The requirement is that a security mechanism is in place, such as requiring students to provide identification numbers or other pass code information each time the student participates in class time or coursework on-line.

**Pedagogical Recommendations to Reduce Temptation and Opportunity to Cheat in Online Courses.**

A key approach to reducing academic dishonesty is communicating your expectation to your students, and designing your course to discourage cheating opportunities. The recommendations below are taken directly from the WCET Briefing Paper (2008) resource, [Are Your Online Students Really the Ones Registered for the Course? Student Authentication Requirements for Distance Education Providers](#).

***“Prevention” Approaches to Academic Integrity***

- Use of multiple assessment techniques in place of high stakes exams
- Greater reliance on written assignments and threaded discussion
- Use of test banks, and timed test delivery
- Raising awareness among students about what constitutes appropriate and inappropriate academic behavior in an online course

***“Compliance” Approaches to Academic Integrity***

- Plagiarism detection software and browser lock-downs
- Physical proctoring centers for exam delivery
- Remote proctoring devices
- Other student identity technologies

***But Can The Student Still Cheat?***

It is important to note that even if an institution carefully implements a combination of the approaches outlined above, a student who is determined to cheat may still succeed in doing so. Little research exists that compares the cheating behaviors of on-campus and online students. There is, however, some research into faculty opinions about the cheating behaviors of online students compared to on-campus students. Faculty members who have experience teaching online see no difference between the two methodologies when it comes to student cheating.

**Academic Proctoring Center.** You may choose to make use of the [Academic Proctoring Center](#) (for more information, [please refer to page 7](#)).

## Evaluation of Online Instruction

### **Policy and Procedures Regarding Online Evaluation of Instruction**

Tenured faculty members, refer to the [Tenured Faculty Professional Growth & Evaluation Handbook](#), page 12 (which is on the 16<sup>th</sup> page of the .pdf document)

Faculty member going for tenure, refer to the [Tenure Candidate Handbook](#) - and look up the topic 'Online Observations.'

Associate faculty member, the department may choose to use the same format as with full-time faculty.

### **Providing the Visitor with Student Level Access**

For Courses on Blackboard: The faculty member being observed will need to add the visitor to his/her Bb course ([view the directions](#)). Contact the Blackboard Administrator ([blackboard@miracosta.edu](mailto:blackboard@miracosta.edu)) should you have any additional questions or if you would like further assistance.

For Courses on Moodle: The faculty member being observed will need to provide the course key to the visiting faculty member, so that s/he can set up a student account in the course.

## Blackboard: Helpful Tips & Information

### Managing Your Own List of Blackboard Course Links

When logging into Blackboard, you will first see the 'My MiraCosta College' view. Should you desire it, this view can be modified so that it only shows the courses that you are currently teaching, plus any courses that you're enrolled in. All other courses can be hidden from view. This makes it easy throughout the semester to quickly locate and click on any of the current classes. Note that you can at any time tab to the 'my Bb courses' view, where you would still see all of your courses listed.

View the [video tutorial for managing your list of Blackboard Course links](#)

### Blackboard Course Link Name

The link to your course in Bb is created automatically, based on the course number, name, and section ID. If the resulting Bb course link appears incorrect or is confusing for students, please contact Karen Korstad at x6787 ([kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu)).

### Your Bb Courses Will Be Archived After a Year & a Semester

Bb courses are archived by AIS after one year and a semester. If you do not want a course archived, or wish to 'retrieve' an archived course, contact Karen Korstad ([kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu)).

### Other Blackboard Resources

Karen Korstad maintains a user's group, question and answer forum, and provides several Bb resources at the "Bb User Group & Help Documents for Instructors" found on Blackboard. After you login to Blackboard, you will see it listed under the heading 'Courses in which you are enrolled.'



## Other Options for Managing Your Online Course

### Directing Students Who Visit Your Blackboard Course to the Correct Destination

Should you manage your online course using something other than Blackboard (e.g., a website, Moodle, a web 2.0 app), then you will need to do the following. Inform Karen Korstad ([kkorstad@miracosta.edu](mailto:kkorstad@miracosta.edu)) where to direct the students for your course. She will insert an announcement into the Blackboard course for your class directing the students to wherever you wish them to go. This is important because many students first go to Blackboard to find their course and then end up calling the Student Help Desk if they can't find their class. The announcement directs students to where they need to go for your class. You can either request Karen to set up the announcement or you can set up the announcement yourself.

### Moodle

If you are interested in learning more about the Moodle course management system, contact Lisa M. Lane ([llane@miracosta.edu](mailto:llane@miracosta.edu)) and/or visit the [Discussion Forum for the MCC Moodle User's Group](#) (hosted using Moodle; a Moodle account is needed and easy to create). There is also a [Moodle FAQ and Resource page](#) for MCC faculty.

### Non-“MCC Supported” Technology

Faculty may also use non-“MCC supported” technology as part of their courses, or to host their course (e.g., a publisher hosted CMS). Please refer to the Non-“MCC Supported” Technology policy. The policy is posted both on the Program for Online Teaching site ([MCC Policies & Legal](#)) and in the portal ([TAP archive site](#)).

## Statewide Publications by Academic Senate & Chancellor's Office

### [Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates \(2008\):](#)

‘This position paper of the Academic Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and implementation matters important to local academic senates. In particular it includes current information regarding separate curriculum review and instructor-student contact. In general, this paper summarizes and updates three earlier ASCCC papers on technology in education. It suggests a variety of effective practices in educational technology and considers appropriate college governance structures that will facilitate planning. A suitable structure will result in decisions that are based on the educational needs of the student rather than the technological convenience of the college. Many of the effective practices require related professional development activities. Recommendations to local academic senates are included’ (Abstract).

[Distance Education Guidelines \(2008 Omnibus Version\):](#) “This document is designed to provide overall guidance and assistance to individuals seeking to understand the system’s rules which apply to the design, approval, conduct, and reporting of distance education within California Community Colleges” (p. 2).

[Promoting and Sustaining an Institutional Climate of Academic Integrity \(2007\):](#) ‘...Suggestions for promoting a climate of academic integrity are provided, along with examples of policies applied to such issues as test taking, technology, distance education, Internet use, group work, and maintaining the integrity of graded assignments...’ (Abstract).

[Academic Freedom, Privacy, Copyright and Fair Use in a Technological World \(1999\):](#) ‘This position paper of the Academic Senate for California Community Colleges examines the increasing use of technology in education and the fundamental, academic implications of this increase for the traditional understanding of academic freedom, privacy, copyright and fair use. It is third in a series of four related papers that have already discussed academic freedom in a more general setting and instructor-student contact in distance education. The fourth paper will discuss more specific details of technology implementation in both the academic and the collective bargaining setting’ (Abstract).

[Technology in Education: A Summary of Practical Policy and Workload Language \(2000\):](#) ‘This position paper of the Academic Senate for California Community Colleges examines practical issues in the area of technology in education and provides a sample of possible policy and contract language. It is the fourth in a recent series of related papers that have addressed academic freedom in a more general setting, instructor-student contact in distance education, and foundations of privacy and copyright in a technological world. This paper discusses details of technology implementation in both the academic and the collective bargaining setting. It concentrates on faculty issues and viewpoints, although several of the topics examined have parallel implications for students. Individual institutions will decide on a case-by-case basis which issues belong in an academic policy setting and which belong in contract language.

The first section examines general instructional policy issues in technology and includes definitions and instructional technology decisions. These include academic freedom and use policies, faculty and curriculum standards, support, and access issues. The second section examines issues of intellectual property and various

compensation options. The third section examines issues of workload, including class size and preparation. These discussions focus on faculty and institutional needs rather than on individual student needs.

Specific recommendations for involvement and action of local academic senates are included, as well as suggestions to faculty in general. The paper also provides an annotated bibliography of currently available reference material and of materials used in the earlier papers in the series' (Abstract).

[Guidelines on Minimum Standards for College Technology \(2000\)](#): 'Community colleges provide students with access to life skills. The ability to understand and utilize information technologies is now a vital basic skill for students. Technology is becoming an increasingly important tool to enhance instruction as well as student services. Therefore, the Academic Senate for California Community Colleges recommends that all California community colleges provide at least the following technology resources to best serve their students' (Abstract).

[The Impact of Technology on Student Access and Success in the California Community Colleges \(2003\)](#): 'Computer technology has permeated the fabric of American society. Computer technology affects the way people communicate, the way they learn, and the way they do business. The ability to use computer technology effectively has become a distinct advantage in school and work. As computer technology has become a crucial element in educational and vocational advancement, concerns have grown that disparities in access to such technology limit the opportunities for many. This paper focuses in particular on the issues concerning computer technology and its impact on students in the California Community College System. The paper begins with a general review of the various concerns raised in education. The paper continues with an examination of the investments the California Community College System has made in technology and how these investments have affected student access and success. The paper concludes with recommendations for senates on both statewide and local levels regarding computer technology and its role at individual colleges and districts and in the System as a whole' (Abstract).

[Distance Education Coordinators Online](#): The Chancellor's Office has developed a set of learning modules and instructional materials on distance education administration in the California Community College System entitled Distance Education Coordinators Online (DEOnline). While primarily developed to assist distance education coordinators, any individual can use these modules to learn about the administration of distance education in the California Community College System.

[Distance Education: Access Guidelines for Students with Disabilities \(1999\)](#): Provides the interpretation of the law and expectations of the Chancellor's Office – California Community Colleges. This 'document sets forth guidelines developed by the Chancellor's Office to address specific issues community college districts will face in meeting their legal obligation to make distance education courses accessible to students with disabilities. These guidelines are not legally binding on districts, but the Chancellor's Office will apply these guidelines in determining whether a district has met its obligations under Title 5, Section 55370 and 59300 et seq. Districts which follow these guidelines will generally be regarded as having met those obligations. Districts which do not follow these guidelines will bear the burden of demonstrating that they have achieved compliance with their legal obligation to provide access to distance education for students with disabilities by other means' (p. 7).