

## AREA II: FACULTY SUPPORT

**Goal #2: Establish minimum standards and provide initial and ongoing faculty training and support to effectively teach online and hybrid courses.**

*"The passage of the Federal Higher Education Opportunity Act of 2008 places new responsibilities on regional accrediting commissions to assure that colleges are providing quality distance education instructional services for students."  
(CCC Distance Education Report, 2011, p. 7)*

### OBJECTIVES:

**2.1 Application Process for Online Teaching:** Develop an application process to manage the training and eligibility of faculty interested in teaching online that assures all faculty teaching online are properly prepared prior to being assigned an online or hybrid course.

- a. Develop a comprehensive diagnostic tool to determine the training needs of faculty who are interested in teaching online or who are currently teaching online.

**2.2 Levels of training certification:** Develop a tiered approach to faculty training to better match training with faculty needs. Certification can be completed by using the MJC-approved process (described below) or via an equivalent process. Equivalent training must take place through a recognized online instruction program such as the MJC Online Instruction Certification Program and the @ONE Online Instruction Certification Program. The MJC Online Instruction Certification will include the following:

- a. **Introduction to Online Instruction – (pedagogical understanding and theory)**  
This course will be four weeks in length, requiring approximately 40 hours of time in order to complete all elements of the course. The course will be offered at least once every semester and once during the summer.  
Prerequisite: None
- b. **Introduction to LMS – (How to use the Learning Management System)**  
This course will follow the preceding course and will also be four weeks in length. The course will be offered at least once every semester and once during the summer.  
Prerequisite: Introduction to Online Instruction
- c. **Advanced LMS – (Advanced tools and techniques for using the Learning Management System)**  
This course will be for experienced LMS users and will be four weeks in length. The course will be offered at least once every semester and once during the summer.  
Prerequisite: Introduction to LMS or previous online teaching experience using the LMS.  
This prerequisite may also be met by faculty who complete the Introduction to Online Teaching and Learning and the Introduction to LMS courses in the @One Online Instruction Certification Program.

### 2.21 Recognition:

- Faculty who complete Introduction to Online Instruction and Introduction to LMS will become Certified MJC Online Instructors.
- Faculty who complete Advanced LMS will become Certified MJC Master Online Instructors.
- MJC also recognizes faculty who complete the @One Online Teaching Certification Program.

# Online Course Design Rubric

This rubric is part of the MJC Online Course Review Process. The rubric guides new online faculty who are developing online courses. Deans also use this rubric as a guide when assigning new online instructors to online courses. The Online Course Design Rubric is not to be used for the purposes of periodic evaluation of faculty.

Needs Improvement	Course Structure and Navigation	Effective	Exemplary	Notes
	Guides students to the proper place to start (Start Here module)			
	Leads students to self-contained and clearly titled learning modules (these can be organized with folders)			
	Learning modules include a brief description of the activities as well as the module's learning objectives.			
	Content and activities progress logically within the learning modules.			
	Announcements and discussions are easy to find and well-organized.			
	Links for instructor contact and resources are easy to find and well-organized.			
	Course is visually appealing (e.g. contains pictures, video, charts, graphics, etc., when and where appropriate)			

Needs Improvement	Syllabus and "Start Here" Module	Effective	Exemplary	Notes
	Syllabus available, easy to navigate, downloadable.			
	"Start Here" module present and includes the following			
	a. Instructor introduction			
	b. Course description			
	c. CLOs			
	d. Course structure			
	e. Instructor communication policy			
	f. Time commitment and recommended skills			
	g. Technical requirements			
	h. Link to and information about MJC Disability Services			
	i. Expectations for student participation (frequency, quantity, quality, due dates) are clearly explained.			
	j. Drop policy			
	k. Netiquette policy that includes a process for students to follow in case of an interpersonal conflict or complaint.			
	l. Late work policy			
	m. Grading Information			
	o. Textbook and/or resource information			
	p. Student Contract			

Needs Improvement	Content, Activities, and Classroom Community	Effective	Exemplary	Notes
	Content supports course learning outcomes and specific module objectives			
	Purpose of activities are clearly communicated			
	Content is chunked (organized) into manageable segments within learning modules			
	Activities are varied in nature to accommodate diverse learning styles (e.g. visual, auditory, text, kinesthetic)			
	Modules and activities are released in a consistent manner to encourage regular student participation.			
	Activities and group projects encourage student interaction as a means of creating a supportive online learning community.			
	Workload follows the Carnegie Unit formula (a 16 week, 3-unit class requires about 10 hours of work per week).			

Needs Improvement	Regular and Effective Instructor and Student Contact	Effective	Exemplary	Notes
	<p>The instructor initiates regular contact with enrolled students to verify their participation and performance status..... The use of the term 'regular effective contact' [also] suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record" (CCCCO 2008 DE Guidelines §55204, pp. 6-7).</p>			
	<p>The instructor initiates regular contact with students. For example, the instructor may email students and post in discussion forums. The instructor may also email students copies of course announcements.</p>			
	<p>The instructor verifies student participation and performance status. For example, the instructor may use LMS tools to identify students who have not logged in over an extended period or who are regularly missing or doing poorly on assignments.</p>			
	<p>The instructor provides frequent opportunities for student questions and answers. For example, the course design includes instructor contact information, and discussion forums can be dedicated to questions and answers.</p>			

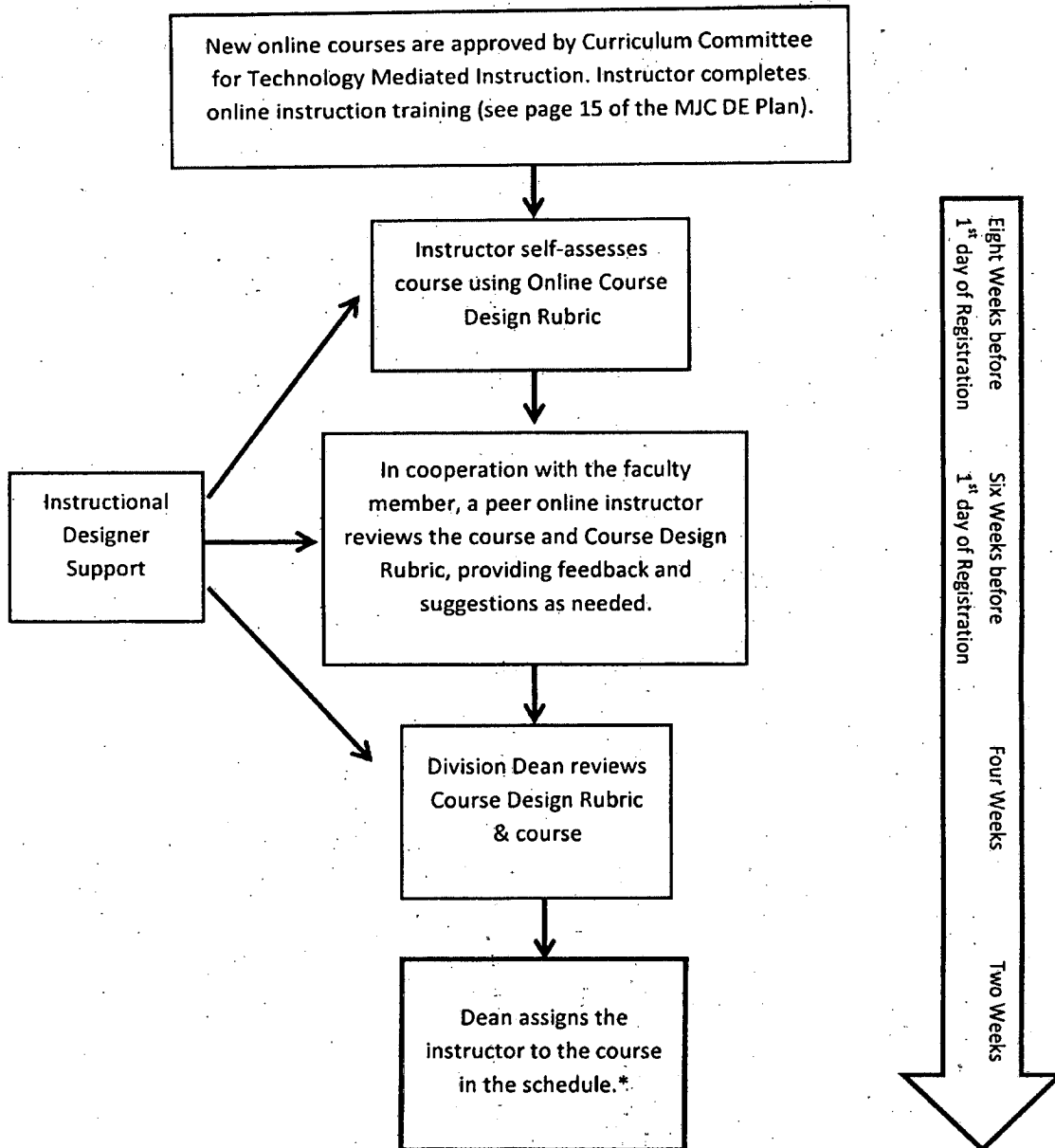
Needs Improvement	Student Assessment	Effective	Exemplary	Notes
	Course grading policy is stated clearly.			
	Assessment activities occur frequently throughout the duration of the course, giving students multiple opportunities to measure their own learning progress.			
	Course assignments have grading rubrics that are shared with students in advance.			
	The types of assessment selected measure the stated learning objectives and are consistent with course activities and resources.			
	Course contains formative assessments (i.e. non-credit assessments within the modules to help students check and acquire skills)			
	Course contains summative assessments (i.e. graded assessments at the ends of modules that measure content mastery).			
	Course contains non-traditional assessments (e.g. group activities, research assignments, hands-on projects)			
	Course contains traditional assessments (e.g. multiple choice and other objective tests)			

Needs Improvement	Accessibility	Effective	Exemplary	Notes
	The course design facilitates readability and minimizes distractions.			
	The course design accommodates the use of assistive screen-reading technologies, such as JAWS (e.g. headings used; limit use of tables, etc.).			
	Text equivalent is provided for non-text elements (e.g. alt tags for graphs, pictures, etc.).			
	Videos are captioned.			
	Audio files have transcript provided and are easily downloadable/readable.			
	Color is used with awareness of people with colorblindness, (e.g. avoid pale reds and greens)			



## MJC Online Course Review Process

Online courses have on average 10% lower student success across all disciplines. To enhance the teaching and learning experience and help promote student success, MJC uses this process to assign online and hybrid courses to instructors who have not previously taught online.



*\*In the event that a course needs further revision before being assigned to the class schedule, the Dean and Instructional Designer will work in cooperation with the faculty member to create an action plan.*