



**Standards and
Practices**

for Distance Learning Faculty



Mott Community College

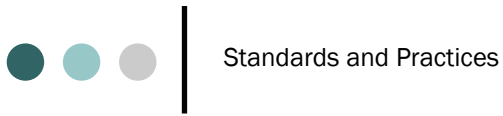
**Distance Learning Sub- Committee
of the College Professional Study Committee (CPSC)**

- Third Edition 2001-



Distance teaching and learning has its own unique characteristics with which many current faculty are not experienced. The Distance Learning Advisory Committee recognizes the need to assist faculty with this expanding alternative form of instruction. As a result, this document has been prepared to **"codify our own best practices"** in distance learning at Mott Community College. In doing so, it is our purpose to provide faculty with guidance in the implementation of quality distance learning experiences that are professional, effective, and pleasant for students.

Our primary goal is to guide Distance Learning students to success through effective learning and quality support services for students.



Standards and Practices

Standards and Practices for Distance Learning Faculty

Mott Community College
Third Edition

Approved by the
Distance Learning Advisory Subcommittee of CPSC
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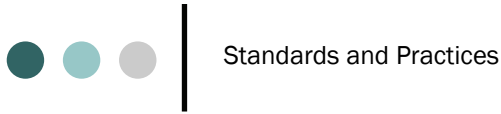


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Standards for Distance Learning

There are five attributes or standards, which characterize effective distance learning. In planning for and delivering distance learning instruction, distance learning instructors should strive to achieve these five standards of performance.

STANDARD 1. COURSES AND PROGRAMS WILL BE STUDENT FOCUSED

Distance learning experiences will be designed and implemented with attention focused on student needs and expectations. Particular consideration will be given to the circumstances motivating students to choose distance learning courses.

STANDARD 2: COMMUNICATION WILL BE EFFECTIVE

Activities and practices connected with distance learning will provide for effective communication among students, faculty, and support staff.

STANDARD 3: FACULTY RESPONSIBILITY WILL BE CLEARLY STATED AND OBSERVED

Distance learning instructors will observe guidelines as to best practices on timely preparation, organization of materials, courseware design and individual attention to students.



STANDARD 4: FACULTY WILL BE PROFICIENT AND KNOWLEDGEABLE

Faculty will utilize the opportunities provided by the college to become knowledgeable regarding distance learning delivery of instruction and will incorporate quality techniques associated with distance learning into their teaching.

STANDARD 5: ASSESSMENT OF STUDENT LEARNING WILL BE APPROPRIATE AND EFFECTIVE

Distance Learning Faculty will identify specific measurable learning objectives, communicate them to their students, carefully assess those objectives and, in response to that assessment, make appropriate changes to improve student learning.



APPROPRIATE PRACTICES IMPLEMENTING THE STANDARDS FOR DISTANCE LEARNING FACULTY

Recommended practices to implement the Standards for distance learning Faculty are presented in a chronological format - reflecting the order in time that a faculty member needs to address them.

I. PREPARATION FOR DISTANCE LEARNING

All distance learning faculty require ongoing professional development support. As distance learning continues to evolve, both in the technology of delivery and in instructional quality, distance learning instruction will require that faculty continually learn new skills, new methods and new perspectives. In addition to the manner in which the actual teaching occurs, faculty must develop the skills to design and produce courseware and adapt to the challenge of communicating with and assessing the performance of students at a distance. Faculty also must learn to work as a team with other faculty, the Distance Learning Office staff and technical specialists.

Southern Lakes provide additional versatility and flexibility, as well as new teaching challenges for Mott faculty.

Because of the increasingly complex and technological nature of this medium, faculty need to receive preparation in using distance methods of delivery. Adequate preparation is important to ensure uniformity in the program and credibility in the courses delivered. There are also budgetary, space, staffing and time constraints affecting the inclusion of distance learning courses into the schedule. To address these issues appropriately, the following procedures will be used in assigning faculty to distance learning courses and in placing new distance learning courses into the schedule.

A. Procedure for Assigning Faculty to Distance Learning Courses

1. Interest - When the Dean of Educational Systems sees need for a distance learning course, the Dean will request that the appropriate division survey faculty interest. A faculty member interested in developing or teaching a distance learning course should communicate that interest to any or all of the following: the Distance Learning Advisory Subcommittee (DLAS), the Dean of Educational Systems, or Associate Dean of the faculty member's division. The faculty member should obtain a copy of Standards and Practices for Distance Learning Faculty, read it, and confirm his or her understanding of and agreement with the requirements of distance learning instruction as well as the training program described below.
2. Qualifications - Faculty developing a new distance learning course or desiring to teach an existing one must be qualified to teach that course according to divisional policies.
3. Required Initial Training - New distance learning faculty training shall include, but not be limited to the following:
 - participation in distance learning training sessions (minimum of 6 hours),
 - attendance at a student orientation session conducted by another faculty member for a distance learning class,
 - review of all courseware components including video programs, web pages, other on-line resources, and print materials to be used in the course that are provided commercially or produced locally.
4. Distance Learning Certification - The DLAS provides a process of certification under the MCCEA Master Contract, Article XIX.D.2, to



Standards and Practices

confirm that distance learning faculty are aware of and complying with the Standards and Practices guidelines.

-Certification will be reviewed (every 2 years).

-Annually, all current distance learning faculty will participate in at least one of the workshops and training sessions planned by the DLAS.

5. Course Selection - Faculty who either have met or agree in writing to meet the criteria above may select a distance learning course according to their divisional policies. Faculty are to be assigned to distance learning sections in time for the instructor's name to be printed in the Class Schedule Booklet. In circumstances where that is not possible, any distance learning assignment still must be made no later than two weeks before the first day of classes as printed in the class schedule and early enough for the faculty to complete all preparations before the start of classes. This timeline will facilitate enrollments and allow adequate preparation time for the teacher. Failure to accept distance learning assignments when offered may result in the course being assigned to another faculty member.
6. Copyright - Faculty must secure permission to use copyrighted materials from the owners as provided by the copyright laws and by college policies.



B. Addition of New Distance Learning Offerings

1. The DLAS and the Dean of Educational Systems will approve the addition of new distance learning offerings.
2. Courses being adapted to the distance learning mode of instruction must utilize the same course outlines, criteria and standards as approved by CPSC.
3. Faculty proposing to offer an existing classroom course as a new distance learning offering will meet with the DLAS to discuss their implementation plans prior to the course being approved for scheduling as a distance learning offering. Faculty proposing to teach these new offerings who have not taught distance learning courses before must follow the procedures outlined above, (I.A.) for assigning faculty to distance learning courses.

Once any procedural matters are settled regarding offering a course utilizing a distance learning format and a faculty member has been trained and prepared properly for this experience, the faculty member must plan and implement the course according to the standards outlined earlier in this document. The practices, which a faculty member should follow in order to conform to these standards, are listed below in Sections II, III, and IV



C. Production of Courseware for New Distance Learning Courses.

1. The Educational Systems staff will assist faculty in preparing a Courseware Production Agreement that will provide for a design plan and a production plan for the development of the distance learning courseware. The courseware proposal will be submitted to the DLAS for review and comment prior to production. Distance Learning courseware production will be undertaken in accordance with the provisions of the Intellectual Property agreement in Article XXI of the MCCEA Master Contract.

II. FACULTY RESPONSIBILITIES PRIOR TO THE START OF THE COURSE

A. Course Materials

1. Preview courseware package including video tapes, web pages, text, study guide and any other supplemental material in advance of using them in a distance learning course
2. Ensure equivalent content and objectives between distance learning and campus classes.
3. Prepare orientation and review materials in the appropriate formats.
4. Submit course outline, syllabus and orientation schedule to the Distance Learning Office by the deadline established.
5. Order text and study guides following Division and Distance Learning Office procedures. For distance learning materials produced off campus, faculty should confirm information for current materials with the Distance Learning Office prior to ordering. ISBN numbers should be used to ensure



the bookstore orders the correct materials.

B. Syllabi

1. Organize a course syllabus that clearly explains the requirements and accurately describes the features of the course that the students will need to know. The syllabus should serve as a reference document for the students as they move through the course.
2. Prepare and duplicate using the appropriate Division Office an adequate number of copies of course syllabi and other print materials to be distributed to students
3. Materials that a professor has used in previous semesters should be reviewed, corrected and updated.
4. Syllabi should be delivered to the Distance Learning Office at least one week prior to the first scheduled orientation.

5. RECOMMENDED CONTENTS FOR SYLLABI

- professor's name, office location, phone, office hours, and email address
- texts and supplements required and recommended
- course outline and measurable learning objectives
- effective study techniques for the course and for distance learning
- instructions regarding assignments, with due dates & times
- options offered to review for exams and schedule for campus discussion and review sessions, if appropriate



Standards and Practices

- withdrawal and incomplete policy
- testing schedule and policies
- grading system, including withdrawals and incompletes

A sample syllabus for distance learning and campus-free distance learning courses can be found at the end of this document in the Appendix. These templates are also available in electronic form. Contact the Distance Learning Office to have a copy emailed to you.



C. Orientations

1. Prepare a video taped orientation to be available in the Viewing Listening Center prior to the start of the course.
2. The videotape should be reviewed and updated, if necessary, each semester. (See the "Orientation Package Guidelines" at the end of this document in the Appendix for additional information.)
3. Hold two campus orientations, in addition to the video taped one, at the beginning of a semester for distance learning courses that are not continuous enrollment. One of these campus orientations should be held during the day and another in the evening or on Saturday. Note: If video taped orientations are not available, the faculty member should schedule four campus orientations, a day and evening session just before the semester begins and a second day and evening session the first week of the semester.
4. *Provide the Distance Learning Office with a campus orientation schedule by the deadlines established.*
5. On-line, instructors may choose to place orientation information on the computer. (Educational Systems has prepared a booklet of instructions, which is mailed to every registered on-line student.)

III. FACULTY RESPONSIBILITIES DURING THE COURSE

A. Discussion/Review Sessions

1. Hold a discussion/review session or other opportunity for student meetings prior to each exam, on an optional attendance basis. Optionally, when the course is on-line, the instructor may want to place information on the computer and/or use other techniques such as threaded discussions, chat-sessions, computer discussion groups, or e-mails to provide a



review experience for the students. Whenever appropriate, video taped review sessions should be made. A day and an evening or weekend session should be scheduled when video taped sessions are not available. One session may be sufficient when there are videotapes. Examples of possible formats for these sessions are,

- review of material for exam
 - question and answer
 - discussion of study guide
 - analysis of most recent exam
2. Faculty should give priority to these sessions. They constitute "class time" for the students that do attend and should be treated as such by faculty.
 3. Don't introduce new material for which students will be accountable or give exams at these sessions since student attendance is voluntary.

B. Communicating with Students

1. Maintain at least the contractual number of office hours weekly for student contact by telephone, e-mail, or in person. Both day and evening office hours are encouraged
2. Utilize voice mail, e-mail, computer discussion groups or other communication systems available for convenient general student usage and respond promptly to messages left by students or the Distance Learning Office. Every effort should be made to respond to messages on a daily basis. It will be necessary to reply to messages other than during office hours to meet student needs. Initiate contact with students as much as possible.



3. Maintain periodic contact with students through telephone calls, email, computer discussion groups, announcements in the Distance Learning Newsletter, and other forms of communication. Such activities assist the Distance Learning Office staff whose work is so important to the success of the program.

C. Other

1. A Distance Learning Concern Form has been developed by the DLAS for use by concerned students, faculty, and staff. A copy of any concern form submitted to the Distance Learning Office will be given to the Dean of Educational Systems who will forward it to the appropriate faculty member for action. Once the matter of concern has been addressed, the faculty member should complete the form and submit it to the Distance Learning Office, after making a copy for his/her own files.

IV. ASSESSMENT OF STUDENT LEARNING

1. Establish an evaluation system that is reasonable and equitable for a distance learning environment and that is based upon specific measurable learning objectives.
2. Maintain accurate records of student progress, and grade tests, homework, and special projects in a timely manner. The schedule of tests, homework, papers, and other student evaluation measures should provide a regular and consistent monitoring of student progress throughout the course.
3. Prepare exams, scrutinizing them for accuracy and level of difficulty. If producer tests are used, faculty should review all questions each semester for validity and assure that the test questions adequately cover both the video and text material.



4. Tests sufficient for the number of students enrolled should be duplicated through the appropriate Division Office and delivered to the Distance Learning Office according to the schedule developed by the Distance Learning Office.
5. Prepare accurate written examination instructions by the deadline established by the Distance Learning Office.
6. Prepare written test policies and procedures each semester and provide them to the Distance Learning Office and the Testing Center by the date they establish. The following items should be addressed:
 - testing dates
 - materials students are allowed to use during the exam (books, notes, study guides, calculators, etc.),
 - whether students may write on the exam or not,
 - time limit (if any),
 - procedures regarding homework,
 - disposition of tests remaining in the Testing Center once any testing period is over,
 - policy regarding late or make up tests.
7. Provide the Testing Center with the name, student number, semester first enrolled, course, and section number of all students completing a course from another semester.
8. Be flexible with demands regarding deadlines for assignments and tests as long as this flexibility does not harm the process of learning. The biggest advantage to distance learning at MCC is the convenience of the delivery system, given our students' complicated schedules and responsibilities.



9. Work with the Distance Learning Office to administer the SIEF especially developed for distance learning students and any faculty satisfaction surveys.

CURRENCY IN DISTANCE LEARNING COURSEWARE

1. In order to assure quality and effectiveness in distance learning courses, it is important to review the courseware for currency. All distance learning courses will be considered for review annually by D.L.A.S. Results from the distance learning SIEFS and any faculty or distance learning staff satisfaction surveys will be taken into account when making this determination. The date the course was originally produced will also be considered.
2. The courseware creator(s) and any distance learning instructor assigned to the course are responsible for notifying the Dean of Educational Systems or the DLAS when either or both believe the course needs formal review and updating. A member of the DLAS or the Dean of Educational Systems can then place the course on the list for in-depth review.
3. Currency will be considered in the following three areas:
 1. Is the delivery mode of the course up to date and does it use the most appropriate technology available?
 2. Is the presentation style of the course material up to date?
 3. Is the content consistent with current research findings and the approved divisional course outline?



ADDITIONAL FACULTY RESPONSIBILITIES AND CONSIDERATIONS

Distance learning instruction is a collaborative activity. Distance Learning instructors will discover that they must regularly work with other staff to deliver distance learning. Television courseware production, for example, involves working closely with video production staff. On-line courseware production, as another example, involves working closely with academic computing staff. The delivery of distance learning instruction involves cooperation with various members of the Educational Systems Department. Administering campus tests involves coordinating testing arrangements with the Distance Learning Office and the Testing Center. Therefore, to a greater extent than in a traditional classroom, the faculty member is part of a team that includes support staff, technicians and other faculty. Even the student's role is different. Students function more as independent learners; the students assume a greater share of the responsibility for the outcome of the course. There are numerous ways in which faculty should be prepared to coordinate and cooperate with the other members of the distance learning team. They include:

- Respond promptly to Distance Learning Office requests for materials and schedules. Their work is crucial to the communication process.
- Consider a grade of incomplete (I) for any student completing successfully a substantial amount of the course.
- Structure opportunities for students receiving an Incomplete (I) to finish the course.
- Assist in development of promotional materials when requested.



- Assist with regular evaluation and revision of existing distance learning courses and development of standardized criteria for implementing new courses.
- Participate in orienting new distance learning faculty.
- Attend distance learning faculty professional development opportunities and meetings.
- Assist with development of curriculum for additional distance learning courses.
- Coordinate with other faculty teaching the same or a similar distance learning course to provide consistency.



APPENDIX :

APPENDIX CONTENTS:

ORIENTATION PACKAGE GUIDELINES
SYLLABI TEMPLATES

ORIENTATION PACKAGE GUIDELINES

ORIENTATION TAPE PRODUCTION

In creating a distance learning course, each instructor must structure and produce an orientation to introduce the class to new students. Videotaped orientations, which are housed in the VLC/Testing Center, are required for all distance learning courses, except those which are delivered on-line. For on-line courses, the orientation can also be delivered on-line. For all other distance learning modes of instruction, contact the

Educational Systems Office or the Distance Learning Office to make the necessary arrangements.

The following guidelines will be helpful.

For On-line Courses:

Examine the orientations that have already been created for other on-line courses in order to decide how best to structure yours.

For Other Distance Learning Courses:

Please keep a scheduled filming appointment because TV studio time is limited.

On the day of taping in the TV studio, avoid wearing clothing that is black, red, solid white, or anything decorated with pin stripes.

For various technical reasons, these colors will not reproduce well on camera.



In order to create a sense of personal contact between instructor and student, an effective orientation tape should be structured as an informal conversation between the instructor (monologue) and the distance learning student (listener).

Speak slowly and clearly during the taping session to produce an audible orientation tape.

Keep in mind that the audience will not be able to ask questions if some details are not explained adequately. Try to give a thorough explanation of all aspects of the class.

THE FOLLOWING INFORMATION SHOULD BE INCLUDED FOR ALL ORIENTATIONS:

HOW TO COMMUNICATE WITH INSTRUCTOR

Explain how to be reached during the week.

Explain office hours and office location.

Phone number, e-mail address or any other helpful information that would encourage the student to communicate with the instructor should be given.

REQUIRED TEXT BOOKS AND STUDY GUIDES

Visually display a copy of the texts required for the course.

Be sure to include details regarding textbooks in the syllabus. Discuss the way in which these texts will be used in the course.

TYPES OF TESTS AND PROJECTS

Explain the student assessment plan and testing procedure for the course.

Explain the number and frequency of tests/quizzes/projects. Discuss the most effective method for the student to study and prepare for assessments.

Discuss any materials that the student can use to prepare (i.e. clue sheets, review sheets, etc.).



GRADING POLICY

Explain the grading policy followed in determining the student's grade for the course.

STUDY SEQUENCE

Explain an effective study sequence for the class.
Offer any suggestions for using the teaching materials that would enhance the student's learning experience.

SYLLABUS

Give a complete overview of course content (at least a 5-10 minute explanation).
Give some indication as to the direction of the course in progress.
Indicate how many hours per week are expected to complete the course successfully.
Include detailed information about assignments.
Include information about test reviews and testing dates.

FURTHER CONSIDERATIONS:

- Response materials might be included such as
- 1. Worksheets to accompany the Orientation Tape that include a pre-test or diagnostic assignment that would be returned to the instructor within a pre-determined time limit, providing the instructor with information about each student's readiness for the course.
- 2. A brief quiz or viewer response questions to be answered by the student at the time of viewing the Orientation Tape.
- 3. Survey of personal resources (home PC, modem, other necessary equipment).



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SYLLABI TEMPLATES CAMPUS GENERIC & COLLEGE
IN THE WORKPLACE Course Title Semester, Year
(Prerequisites: XXXX 101, XXXX 151)

Instructor Information

Professor:

Office Location:

Phone:

Phone for College in the Workplace students: 800-398-2715

Office Hours:

Other Important Phone Numbers:

	Location	Phone/Fax
Distance Learning	CM 2124	810-762-0224/ 810-762-0229
Viewing Listening & Testing Center	Mott Library	810-762-0406
MCC Writing Center Division Office	CM 2031	810-762-0229

Voice Mail Instructions: If I am not available when you call,
please leave a complete voice mail message. Include:

- your name and which course you are in
- date and time of your call
- best days and times to call you back (if possible, leave
phone number that has an answering machine!)
- exactly what your question is (page number, question
number, concept you don't understand, etc.)

If you have not received a response within 3 days, please call
again just to be sure the message did not get lost.



Texts (include name, author, edition and/or copyright date, publisher) (recommended texts, college dictionary, thesaurus, additional reading materials).

Course Objectives (sample: At the completion of this course, you will: Write a list of

Perform the following tasks (a) ... (b) ... (c) ...etc

Effective Study Techniques for Distance Learning Courses

To be successful in this course, I suggest that you read your text assignments first, watch the video tapes, and then complete assignments according to the course schedule.
(additional?)

Withdrawal Policy

Students withdrawing from courses need to complete a withdrawal form at the Admissions and Records Office in the lower level of the Prah! College Center anytime the week before the last week of class of the semester. After this date, withdrawals need to be requested from the course instructor. Withdrawals are not processed after classes end.

Students on Financial Aid

If you receive any type of financial aid assistance and are considering drop-ping this or any/all other classes, you must officially withdraw from class(es) through the Admissions and Records Office. Failure to do so may jeopardize financial aid eligibility.

If you have questions, contact the Financial Aid Office, phone



number 810-762-0114, Room 11 on the lower level of the Prah College Center.

Incomplete Policy

(sample: Do not overschedule yourself. Incompletes are given very sparingly and will be considered only if are completed successfully. Overextending yourself or taking long vacations during the semester are not good reasons to ask for Incompletes.)

Written Assignments:

(sample: Information regarding written assignments is included in your course orientation packet.

Written assignments may be mailed to:

Distance Learning Office Mott Community College
1401 East Court Street Flint, MI 48503 USA

or you may fax your assignments to: 810-762-5610.

Exam Policies

Location of exams: All exams are taken in the Testing Center located in the Viewing/Listening Center in the Mott Library. Testing Center hours and procedure are listed in the current Distance Learning Handbook.

Materials to bring for exams:

(sample: blue books, scantrons, #2 pencils, plain paper, calculator, etc.)

Receiving results of exams:



(sample 1: You may leave a pre-stamped, self-addressed envelope in the Testing Center when you complete your exam and your test score will be mailed to you.)

(sample 2: Call me after the end of the testing period to get your exam score.)

(sample 3: Your exam will be mailed back to you at the end of the testing period.)

Exam Policies for College in the Workplace Students

Exams will be sent to the proctor at your worksite. Contact your proctor the week before exams are scheduled to make an appointment. Scantrons will be provided with your exams. Bring #2 pencils and plain paper.) Receiving results of exams for College in the Workplace Students: (sample 1: Your test score will be mailed to you. If you have any questions regarding your score, please call me during office hours so that I can discuss the exam with you)

(sample 2: Your exam will be mailed back to you at the end of the testing period.)

Exam Schedule Review Sessions: (sample: Any changes in location and hours of on campus review sessions will be posted in the distance learning newsletter. If you are unable to attend a live review session, you should watch the videotaped review sessions.)

Grading System

4.0 = all exams completed with a grade of 95% or better



Mott Community College

Suggested Weekly Calendar

Week #	Specific Assignments and Instructions	Page/Tape References
--------	---------------------------------------	-------------------------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.



Standards and Practices

Educational Systems
CM 2118
RTC 2105
810-762-0395
www.esweb.mcc.edu