



Distance Education Faculty Handbook

Distance Learning Faculty,

This is a supplemental guide to the college's Faculty Handbook designed to provide information about policies and procedures for Distance Education.

This manual is organized as an online document that can easily allow for supplementation and revision as policies and procedures develop and change. The goals of this handbook are to articulate the mission and goals of Distance Education at Pierpont, especially as they pertain to the campus mission, and provide technical and pedagogical support and resources for faculty teaching distance learning and hybrid courses.

Faculty may also refer to this handbook for assistance with online and hybrid course delivery methods. The mandatory policies and procedures that relate to distance education courses, best practices in distance education, and how these best practices may be incorporated into course design and delivery, are found in this handbook.

Distance Education Administrative Unit Outcome

Students will be able to meet their educational goals by accessing technology-mediated instruction in distance learning, hybrid and web-enhanced courses. Faculty will be provided services, assistance, and the technical support staff needed to assist them in the development, design, evaluation, and ongoing maintenance of new and existing quality distance learning courses.

Distance Education is an approach to learning where instruction takes place outside the traditional classroom setting. Instead of teaching face-to-face, instructors use electronic, or a blend of face-to-face and electronic delivery methods, to develop and furnish content for instruction and interaction with students.

Students in distance education courses are required to 'attend' class and participate just as if they were in a face-to-face course. Attendance is based on documentation from "regular effective contact."

Instructors establish guidelines for how much each lecture, reading assignment, discussion or project qualifies as a meeting during the course of a week or course learning module.)

Faculty Preparation: 5 Principles of Online Learning

1. *Establish and maintain Regular Effective Contact.*
Regular effective contact is a California requirement for distance learning, which states that instructors must keep in contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation status.
2. *Create opportunities for student-centered learning.*
In distance education, instead of being the sole source of content knowledge, the role of the instructor is as a facilitator. Students should be encouraged to interact not only with the content and instructor but also with each other in order to understand, research and come to their own conclusions about the course material.
3. *Create opportunities that have practical real world applications.*
The activities in distance education courses should be authentic, that is, based on tasks that students would have to perform in various setting outside the classroom. Students should also have chances to enhance their knowledge about the world through critical thinking and reasoning skills.
4. *Provide support for each student's learning process and autonomy.*
Distance education instructors should engage all types of learners by providing content and assessments that respect and accommodate the different needs, learning styles and strategies of each student. In addition, instructors should provide support for students in time management and academic skill development.
5. *Ensure all course content is readily and easily accessible to all students.*
Instructors should make certain that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System.

THREE MODES OF DISTANCE EDUCATION

Distance Learning

A distance education course is delivered via the Internet using a campus-supported Learning Management System (LMS) and 75% or more of the course is delivered online. Some classes may require on-campus meetings for orientation or test sessions. Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through regular effective contact, instructor and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. A distance learning course will be designated as Distance Learning in published campus materials.

Hybrid

A hybrid distance education course replaces some face-to-face class time with online instructional time. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities for more than 25% of the course is a hybrid course. A campus-supported Learning Management System is used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A hybrid course will be designated as Hybrid in published campus materials.

Web-Enhanced Courses

A web-enhanced course is not considered to be a distance learning course, but uses online activities to complement class sessions without reducing the number of required class meetings. This may be any course tied to the traditional classroom but involving some sort of computer usage, such as a software simulation, or online design software for art, or engineering applications. Traditional courses and web-enhanced courses are very similar, indistinguishable in most cases, and therefore not designated differently in college publications.

Faculty Preparation: Technology Readiness and Pedagogical Readiness

New Distance learning and hybrid faculty should have previous online experience and must complete the Quality Matters “Applying the Rubric Training” course or training prior to teaching distance education courses.

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to most complex, are examples of what would be needed to teach distance education and hybrid courses:

Basic Computer Skills – Keyboarding, Audio recording (microphones)

Database Management - Data entry, Data editing, Database creation

File Management – Create & Name files, Understand file formats (doc, .docx, rtf, text, JPG, GIF, PDF, MPEG etc.), Organize and manage files

Word Processing – Create, edit & save documents, Use formatting techniques (bulleted/numbered lists; page numbers, etc.), Insert tables, graphs, and graphics into documents, Create Table of Contents (TOC) and Indexes

Presentation Software – Create, edit & save presentations, Add multimedia to presentation, Record audio narration for presentation

Email – Send & receive email, Attach documents & pictures, Participate in email discussion groups/listservs, Create & manage contact groups, Create & manage discussion groups

Internet – Understand & use different browser types, Know how to do targeted searches, Understand how to use online databases, Be familiar with YouTube, podcasts, blogs, webinars & wikies, Social Networking Use Facebook and Twitter

Learning Management System – Upload content to, Create Design, and edit course modules, Make content accessible, Create announcements, discussion forums, blogs, and wikis, Create assessments, surveys, and polls/use the Grade Center, Upload multimedia, Use IM or chat

The following pedagogical practices promote effective online teaching:

Fundamental Principles

- Understand the differences between face-to-face and online instruction.
- Utilize learner-centered pedagogy where concepts of interactivity, instructor-led facilitation and feedback are core elements.
- Create learning activities that actively engage students and which encourage top-down cognitive processing skills (such as synthesis and problem-solving tasks).
- Accommodate a variety of learning styles and strategies in both content delivery and learning activities.

Management and Interaction

- Follow guidelines for regular effective contact with students in synchronous (e.g. Chat rooms, webinars) and/or asynchronous modalities (e.g. Discussion board, blogs).
- Communicate and maintain learning objectives.
- Cultivate and develop a community of learners through group activities.
- Create and maintain an atmosphere of trust.
- Clarify clear participation requirements, facilitate and monitor interaction accordingly.
- Integrate practical tasks into learning activities to illustrate practical real-world content applications.
- Lead discussions rooted in inquiry that challenge students to question and develop their own conclusions.
- Provide ongoing personalized feedback and suggestions for improving student performance.
- Make additional resources available for learning.

Technology Integration

- Identify the most appropriate technologies for content and learning outcomes.
- Determine the modalities that are best used for course communication, discussion and assessment.
- Present content that is easily navigable and accessible to all learners.
- Integrate multimedia content that meets the learning styles and needs of all students as well as accessibility requirements.
- Encourage cooperative learning through group activities that utilize current technology.
- Assessment Provide multiple opportunities for ongoing authentic assessment that measures both student understanding of course content and participation.
- Ensure that assessment tools are linked to learning objectives and SLOs.
- Use a variety of assessment techniques in which students are able to demonstrate higher-order critical thinking skills.
- Employ multiple assessment strategies to maintain active student engagement.

- Make use of data from the assessment tools to evaluate the validity and reliability of the various assessment instruments.
- Incorporate surveys to receive regular constructive student feedback and integrate it into the course structure.
- Understand the unique challenges that affect academic integrity and student authentication in the online environment.

Accessibility

- Create or modify all course content so that it is accessible to students with disabilities. Design the course layout so that it is easily navigable and readable and has alternate options for students with special needs.

“Acquire effective course design skills, increase your student success and retention rates, and better use course management tools to inspire your students to excel.” - @ONE

Title 5 Distance Education Guidelines

Section 55200:

Definition & Application

All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.S. s 794d).

At Pierpont, the term Distance Education applies to online and hybrid but not to web-enhanced courses. Section 55200 also specifies that all distance education content and delivery needs to be accessible.

Course Quality: Types of Regular Effective Contact

Instructor – Student Interaction:

- Course announcements
- Messaging via the LMS
- Personalized feedback
- Discussion boards
- Chat/IM
- Videoconferencing/Skype
- Phone/voicemail

Student- Student Interaction:

- Messaging via the LMS
- Discussion boards
- Chat/IM
- Collaborative projects: group blogs, wikis

Student-Content Interaction:

- Modules on the LMS
- Lectures (recorded/streaming)
- Podcasts/webinars/screencasts
- Videoconferencing/CCC Conferencing
- Discussion boards

How to Implement Regular Effective Contact

Initiated Interactions

Include means for all types of interaction in the course design.

- Utilize appropriate media for **accessibility**.
- Design daily or weekly assignments and projects that promote collaboration among students.
- Model course **netiquette** at the beginning of the semester with instructor-guided interaction and critical thinking skills among all course participants.
- Monitor content activity to ensure that students participate fully and discussions remain on topic.
- Create a specific forum for questions regarding course assignments.
- Ask students for feedback about the course on a regular basis and revise content as needed.

Frequency & Timeliness of Interactions

- Maintain an active daily presence, particularly during the beginning weeks of a course.
- Establish guidelines for frequency of contact, and define what interactions a student can expect each week.
- Make known response time for student questions/inquiries and assignment feedback (e.g. 1-2 business days).
- Give frequent and substantive feedback throughout the course.

Expectations for Interactions

- Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus.
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus.
- Outline and explain **netiquette** in initial course documents.
- Clarify important dates, such as assignment and assessment deadlines not only in the beginning but also throughout the course.

Absences from Interactions

- Inform students immediately of course designee should an illness, family emergency or other unexpected event prevent continuing regular effective contact for prolonged period of time.
- Let students know when instructor-initiated regular effective contact will continue.

Fully Online or Hybrid: which is better for your class?

The following are some advantages and disadvantages of fully online or hybrid courses:

Distance Learning Courses

- Reduced student commute time/resources needed to go to classes
- Increased course offerings without increased classroom space
- More convenient for out-of-area students
- Student authentication more difficult to establish
- Technology can be difficult for some students
- More difficult for some students to feel they are learning without face-to-face instructor contact

Hybrid Courses

- Easier for instructors to know their students
- A wider range of learning opportunities to make the best use of each modality
- More opportunities to document student learning

- Student authentication easier to establish- instructors have the chance to interact with students both face-to-face and online
- Technological problems handled in both the face-to-face online environments
- Less convenient for out-of-area students

Course Design and Curriculum

A Curriculum Proposal must be submitted to the Curriculum Committee and approved before a new course can be taught or a course changed from face-to-face to hybrid or online. Curriculum Proposal forms can be found on the [Faculty Forms](#) page.

Course Assessments

Assessments in distance education courses are not that different from assessment techniques in on-campus classes. Course-embedded assessment asks faculty to look closely at the work that students produce in their courses in order to assess SLOs. The assessment is “embedded” in regular course work, so that students do not have to do any extra work in order to measure the SLO.

A rubric is a handy tool to use for assessing student learning outcomes if you are using a course-embedded assessment method. It provides you with detailed information about how students are mastering the parts or aspects of any particular assignment, and that in turn, can tell you how well they are mastering a course, certificate or degree SLO.

Performance then becomes a process linked to learning outcomes as opposed to a recitation of content.

Rubrics are terrific tools to assess student learning in portfolios, exams, reports, logs and journals, simulated performances, interviews, papers, and production work. They can be used for just about anything except multiple choice exams.

It is best to give students your rubric for an assignment before they attempt to complete it. This will give them a very detailed idea of what they need to do to achieve a particular grade. Students report that it eases their anxiety to see a rubric in advance because they don’t have to “figure out what my teacher wants.”

Rubrics

Rubrics are tools that outline the quality standards for student success in an assessment. Descriptions in a rubric are directly linked to the learning objectives of a particular assignment or project. When these benchmarks are used and given to students prior to turning in their assignments, students know what is expected of them. This gives students more opportunities to reflect on and revise their work.

Creating Rubrics

Numerous resources exist for creating and modifying rubrics for distance education courses. Many websites, such as RubiStar, have rubrics which can be modified to meet individual course needs. Most learning management systems like Blackboard also have interactive rubric tools to aid in the grading process.

[www. Rubistar.4teachers.org](http://www.Rubistar.4teachers.org)

Benefits of Rubrics:

- More closely align assessments with student learning outcomes.
- Clearly communicate course and instructor expectations.
- Assess a wider range of skills and performances.
- Give Students greater autonomy in their learning.
- Evaluate both the process and the product of student work.

Types of Rubrics

There are two main types of rubrics used in higher education – **analytic** and **holistic**. While each type of rubric has advantages and disadvantages, in distance education, analytic rubrics are used most often because of the amount of detailed feedback they provide students.

Analytic Rubrics

- Criteria for success are listed separately.
- Provide more detailed feedback about performance.
- Focus on criteria for success.
- Take more time to create (at first).

Are used to evaluate authentic assessments.

Holistic Rubrics

- Criteria for success are all listed together.
- Provide general information about performance.
- Focus on scale of performance.
- Take less time to create.
- Are often used to evaluate general proficiency.

DE Policies: Course Design and Review

Distance Learning courses must be designed to meet Quality Matters standards. DL courses will be reviewed every three years through and internal QM Course Review conducted by QM trained Peer Reviewers.

DE Policies: Syllabus

Each course must use the [Standard Syllabus Template](#). The template will be completed by the Course Coordinator and distributed to the instructors to complete the section and contact information. Each course syllabus must be posted in the course section of the institution's LMS.

Accessibility (504 & 508 Compliance)

Sections 504 & 508 of the **Federal Electronic and Information Technology Accessibility and Compliance Act** guarantee equal access to programs and services for everyone in institutions receiving Federal funding. What this means is that **prior to course approval and implementation, all courses must be designed keeping those students who have special needs and require assistive technology in mind.**

Understanding Accessibility

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means instructors should think about using the principle of **Universal Design** that is, creating course materials that accommodate the needs, learning styles and strategies of as many students as possible regardless of their ability.

Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students may require in the form of assistive tools such as screen readers for the visually-impaired that require text tag modifications for images or captioning for the hearing-impaired. Creating courses keeping Universal Design principles in mind will also benefit students with a range of learning styles and preferences as well.

Differences between 504 & 508 Compliance

Section 504 specifies that institutions receiving federal funding have to accommodate individuals with special needs so that they can have equal access to learning facilities and materials. 504 compliance begins with the individual approaching the institution and requesting specific assistance.

Section 508 specifies that institutions have the responsibilities to provide resources that are accessible to everyone. Electronic resources need to follow principles of universal design, meaning that the creation of websites, online materials, and online courses have to be developed with the objective of meeting the needs of everyone.

The following chart summarizes the differences between 504 & 508 compliance:

504

- Guarantees **accommodations for an individual**
- Is handled by **specific departments** such as **DSPS**
- Finds workable **solutions as the need arises**
- Is used **when 508 compliant materials still do not meet and individual's needs**

508

- Guarantees **access for all**
- Is the responsibility of **everyone on campus?**
- Creates **workable solutions that are built-in** to the system
- Is the **starting point** for accessibility

Federal guidelines for accessibility:

- All applications should have accessibility features activated.
- Assistive technology (captioning, TDDs) should be able to track interface elements.
- All programs used should have keyboard-activated functionality.
- Users should be able to modify display elements and style sheets as needed.
- Images should:
 - Have text tags.
 - Have a description of the image that matches any function it may have.
 - Have a non-animated means of identification, if animated.
 - Have a frequency that is between 2-55Hz, if animated.
- Text should be used:
 - To highlight information that relies on color-coding for emphasis.
 - To identify frames in webpages.
 - To label headings in data tables.
- Narration and captioning alternatives for videos and PowerPoint Presentations should be in sync with materials.
- All elements in electronic forms should be easily identified by assistive technology and should not be subject to time constraints.
- Links to plugins and special software should be provided.
- Users should have a way to avoid recurring navigation.

State requirements that apply to distance education:

- Students should be able to use their preferred means of assistive technology.
- The frequency, amount, and quality of communication with students should be equal, regardless of their disability.
- Course materials should be updated following guidelines for **regular effective contact**.

- Course materials and resources should incorporate accessibility guidelines internally, that is, within their framework, thereby reducing the need for outside assistance for students with disabilities.

Captioning Guidelines

The following are guidelines for when to caption video and audio materials: (Provided by the High Tech Center Training Unity)

Caption

Material that will be used in additional courses that has both video and audio.

Any compilation of video clips that is archived.

Archived video material that is used.

Video created by the campus and placed on a public website.

Don't Caption (transcript/captioning only required as an accommodation)

Video and audio material that is used for one term in a class with restricted access (such as a password-protected class).

Links to YouTube videos (permission may be needed to caption since these materials are not public domain).

Short video clips from longer works (captioning only needed when clips are compiled).

Video material that already has subtitles.

Student work or raw footage that will not be archived.

Use Transcript

Any material that is audio only and is archived.

Captioning Assistance

Funding may be available through the Distance Education Captioning and Transcription (DETC) Grant. Check with the Teaching and Learning Center.

Other Considerations

In addition to the material in the LMS, instructors also need to ensure that online third-party resources (websites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content, known as e-Packs. Some e-Pack materials may not include alt tags or other accessibility

options. Before considering an e-Pack for a course it is important to find out if instructors can alter the course content to make it accessible.

Student Privacy (FERPA Compliance)

The **Family Educational Rights and Privacy Act (FERPA)** provides guidelines for access to and release of student education records. Any student at a post-secondary institution, even those who are not yet 18 years of age, has the right to:

- Check their student records.
- Request amendments/corrections to their records.
- Opt out of disclosing **directory information**.
- Maintain privacy through the use of an alias in the case of distance education.

Student FERPA rights begin the first time a student is enrolled in and attends class. Only those with a legitimate educational **interest** that is, school officials, accrediting organizations or law enforcement agencies who require student information in their official capacity, may access student records without a student's signed and written consent.

Educational Records at Pierpont can only be released with student consent or for legitimate educational interests.

Policy Guidelines

99.3 A "student" is defined as an individual who is or has been "in attendance" at an educational agency or institution and regarding whom the agency or institution maintains education records. The final regulations add other situations in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunications technologies. This change will ensure that individuals who receive instruction through distance learning and other contemporary modalities are covered as "students" and, therefore, that their records are protected under FERPA (US Department of Education).

What this means

Electronic information refers not only to computerized educational records but also to **email communication, comments in discussion boards, student projects uploaded to a website**, etc. This makes it necessary to consider how course structure and materials will affect online learning with regard to FERPA.

FERPA regulations also refer to TAs, college assistants or student helpers. Any person who is not the Instructor of Record **cannot** have access to student records. Instructors may share notes with assistants, but not the educational records themselves. Before any distance education instructor can give course access to an assistant, they need to make certain that:

- All unclassified employees are in the Human Resources system and officially assigned to the instructor of record.
- All unclassified employees understand FERPA regulations.

FERPA & the Internet

Since many websites may require written input of some sort (email registration, comments, etc.) it is important to understand how different activities on the internet may affect FERPA Compliance.

FERPA Compliant

- Internet research, information retrieval
- Surveys, tests, quizzes, problem sets that do not require login information
- Publisher websites that do not require login information

Only FERPA compliant if just directory information required

- Internet research, information retrieval that requires login information
- Voluntary surveys, tests, quizzes, problem sets that require login information
- Publisher websites that do not store grades but require login information

Most likely not FERPA compliant*

- Social media sites
- Blog or wiki creation outside the LMS
- Mandatory surveys, tests, quizzes, problem sets that require login information
- Publisher websites that store grades

*Third party websites that require or store any information that may compromise student privacy (grades, student ID numbers, etc.) are not FERPA compliant. To conceal student identities, aliases may be used. Before entering into an agreement with a third party vendor (such as a publisher), contact the Distance Education Department to ensure the site complies with FERPA guidelines.

Copyright

Distance Education courses follow Pierpont's Copyright Policy, which can be located in the [Faculty Handbook](#) and the [Standard Syllabus Statements](#).

Accreditation

HLC Accreditation Concerns

The following is a list of accreditation concerns that most directly affect course design and implementation:

- Distance education course standards should be the same as in face-to-face classrooms and the mode of course delivery should be appropriate for the course content.
- Distance education should be compared with corresponding traditional courses and programs in order to meet institutional learning outcomes and quality standards.
- Faculty should have:
 - Appropriate training and means for ongoing professional development.
 - Sufficient resources for technical and pedagogical support.
 - The same evaluation system as in the face-to-face classroom.

- Students should have:
 - Appropriate technical and pedagogical training in the course delivery method.
 - Expectations that distance education courses will provide the same level of instruction as face-to-face courses.
 - A clear idea about the technical skills needed for the course
 - The same level of interaction with and access to the instructor as in face-to-face courses.
 - The same access to support services as on-campus students.

Pierpont is continually developing and enhancing its policies for distance education courses. Please refer back to this section of the handbook periodically for the most current information about how local policies and recommended best practices may affect online courses.

The following sections provide a summary of Pierpont policies as well as suggestions about how to implement them in individual online and hybrid courses.

Attendance & Participation

Student Responsibilities

A student is expected to be in attendance at all times in classes and laboratories and is responsible for making personal contact with the instructor of each class missed. An absence does not relieve the student from the responsibility of making up all work missed. It is the responsibility of the student to obtain information concerning missed assignments and to see that they are completed and turned in.

It is the student's responsibility to officially withdraw from classes by published deadlines to avoid failing grades or having to pay fees.

Individual Course Attendance & Participation Policy

Even more than in face-to-face courses, participation is a critical part of assessing learning outcomes. Each online or hybrid course syllabus should have a well-defined and detailed description of participation course policies that support the College's attendance policy.

Determining participation grades

- Require a set number of **course activities** for each week. For example—a 3 unit course might require 2-3 activities each week on non-consecutive days.
- Require a set number of **discussion posts** for each week. For example – a 3 unit course might require one discussion post and 2 comments to classmate's posts for every weekly module.
 - In order to get full credit, provide **examples** and a **rubric** detailing what constitutes an adequate post or response.
- Give weekly **quizzes** on course material.
- Require **timely completion** of assignments.

(Chronicle of Higher Education)

Creating late work guidelines

- Make certain students are clear as to **where** and **when** (day, ate, time & time zone) to post their work for each assignment. For example – **assignments** might be emailed to the instructor directly but **discussions** posted in the unit/weekly discussion board.
- Encourage students to check their grade book so that if they have submitted an assignment but it hasn't been received, students can be aware of what they are doing wrong before it becomes a recurring problem.
- Decide whether or not late work will be accepted. If accepted consider the following:
 - Specific **final deadline** for assignments.
 - Specific **point value** deduction for late assignments (letter grade/percentage/points).
 - **Where** students will post late work
- Be clear if late work will be accepted due to extenuating or **legitimate circumstances**.

Drop Policy Federal Guidelines

The Federal government has not issued formal guidelines regarding what constitutes the “Last Day of Attendance” in the online classroom. However, because of the potential for financial aid fraud in online programs, the US Department of Education has recently determined that there should be “regular and substantive interaction between students and faculty” in online courses (Salomon and Murray).

What this means for distance education:

It is not enough to evaluate a student’s attendance based solely on the number and frequency of logins or through course statistics on the LMS. The new guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class. Although guidelines have yet to be created, instructors must drop students based on their participation in class. ‘Attendance’ (through logins) is not the same as participation. Participation means actively completing course activities such as assignments, assessments, posting on discussion forums, etc. **Participation policies must be clarified in the online syllabus.**

Attendance Policy

All distance education courses currently follow the Pierpont Attendance Policy, located in the [Standard Syllabus Statements](#).

Grading Policy

All distance education courses follow Pierpont’s Grading System as outlined in the Institutional Catalog.

Grade Submissions

All instructors are required to document grades in the institution’s Learning Management System, and to record Four Weeks, Midterm, and Final grades in FELIX as well.

Academic Integrity and Academic Dishonesty Policy:

Students are subject to Pierpont’s Academic Integrity and Academic Dishonesty Policy (12-2013) as stated in Pierpont’s [Standard Syllabus Statements](#).

Office Hours

Faculty teaching distance education courses may elect to fulfill their office hour requirement for the distance education course in an alternative distance mode away from the office. Office hours **must be posted** on the online **course syllabus**.

Open Educational Resources (OER)

OER provide access to educational resources for students who may not otherwise be able to afford them. And, because OER are open-source, instructors can often tailor materials to best meet their learners' needs, using the most up-to-date technology and multimedia content. Examples may include eBooks, webcasts, videos, lesson plans, assessments, and learning objects.

Differences between OER & free resources

The line between OER and free internet/electronic resources is not often clear-cut. But in general, OER materials have "...an open license that promotes sharing and remixing" (Judith Baker, Foothill College). Free materials, on the other hand, may not require a fee but may have additional restrictions (such as copyright or specific attribution requirements) that limit their use even though they may still have educational applications under the Fair Use/Teach Act.

Additional Resources:

[WV Instructional Design](#)

[Quality Matters](#)

[Online Learning Consortium](#)

[W3C Web Accessibility Initiative](#)

[WebAIM](#)

[Universal Design for Learning](#)