


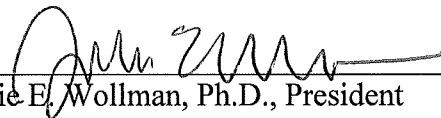
EDINBORO UNIVERSITY OF PENNSYLVANIA

ONLINE FACULTY TRAINING

Policy No. B013

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Recommended for Approval By: 
Michael J. Hannan, Ph.D.
Provost and Vice President for Academic Affairs

Approved By:  on 8-24-15
Julie E. Wollman, Ph.D., President Effective Date

Review Date: As Required

INTENT

- To outline training requisites for Edinboro faculty/instructors who teach online courses.
- To outline the requisites to exempt Edinboro faculty/instructors from completing the Teaching Online Certification Course (TOCC).

POLICY

The TOCC is a mandated five-week fully online course that is offered to faculty teaching across multiple PASSHE universities, including Edinboro.

The course provides instructors with an opportunity to explore national standards and best practices, to develop their own course materials, to gain exposure to various LMS tools, and to experience the online student's perspective. The course was developed and continuously evolves through the voluntary and collaborative efforts of the distance education staff from each participating school.

- The TOCC supports Edinboro's compliance with Middle States' Accreditation Standard III - Design and Delivery of the Student Learning Experience.
- Edinboro considers the TOCC to constitute an appropriate method to train instructors to teach online, fulfilling Article 42.C.2 of the 2011-2015 Collective Bargaining Agreement (CBA) between PASSHE and APSCUF.

Faculty members are required to complete the TOCC prior to teaching an online course for Edinboro University. Should circumstance arise whereby, due to a late hire, or other unforeseen situation, a faculty member is unable to complete the TOCC prior to teaching online, the faculty member is responsible to schedule a consultation with the Distance Education office and complete any subsequent customized trainings determined by the Distance Education office in

order to ensure that the course material and faculty are adequately prepared. Additionally, the faculty member is automatically enrolled into the next available TOCC.

Beyond the TOCC, faculty are encouraged to participate in the Quality Matters certification process, along with other professional development opportunities to enhance their online teaching proficiencies.

A. Exemption Procedure

A faculty member wishing to attain exemption from the TOCC must demonstrate to the satisfaction of appropriate university officials that he/she has completed training that is current and consistent with the scope of the TOCC. Per Article 42.C.2 of the CBA, the faculty member is encouraged to suggest such appropriate alternative distance education training in consultation with his/her department.

An Exemption Committee will be designated by the Provost and comprise of representatives from the following areas:

- Distance Education - Manager of Online Programs
- One or more faculty members approved for online teaching, with preference for individuals who have successfully completed the TOCC
- Provost's designee

Prior training should include but not be limited to LMS-specific training and online pedagogy/best practices. Optimally, the faculty member would have obtained experiences that allow understanding of the online student perspective. A faculty member wishing to request an exemption must submit an electronic portfolio to the Manager of Online Programs that includes the following information:

- a. Evidence of prior LMS training, including a description of topics covered.
- b. A list of online course(s) previously taught by the faculty member.
- c. Evidence [including narrative] that the online course(s) meet the essential elements as provided in the current Quality Matters Rubric.
- d. Other information the faculty member feels is relevant for the evaluation.

Quality Matters Rubric– Essential Standards	
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components. 1.2 Learners are introduced to the purpose and structure of the course.
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective. 2.4 The relationship between learning objectives or competencies and course activities is clearly stated. 2.5 The learning objectives or competencies are suited to the level of the course.
Assessment & Measurement	3.1 The assessments measure the stated learning objectives or competencies. 3.2 The course grading policy is stated clearly.
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
Course Activities & Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies. 5.2 Learning activities provide opportunities for interaction that support active learning. 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
Course Technology	6.1 The tools used in the course support the learning objectives and competencies. 6.2 Course tools promote learner engagement and active learning.
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
Accessibility and Usability	8.1 Course navigation facilitates ease of use. 8.2 Information is provided about the accessibility of all technologies required in the course.

Upon request of the faculty member, a consultation may be scheduled to further explore prior training and supporting materials with the Manager of Online Programs. The Exemption Committee will inform the faculty member of the exemption decision no later than three weeks after receipt of the completed portfolio.

B. Effective Date

Policy effective Fall 2015.

All faculty teaching online courses are responsible to meet the policy requirements by Fall 2017.

DEFINITIONS

1. "Online Course" – An online course is defined as one with 80% or more online content, consistent with PASSHE commonality definition SA-025 – Delivery Modes.
2. LMS – Learning Management System
3. TOCC – Teaching Online Certification Course (Adopted by multiple PASSHE Institutions)

August 24, 2015