



**BAKERSFIELD
COLLEGE**

Syllabus: Distance Education Training Course

Course Description

This course provides best practices and sets clear expectations for teaching Distance Education (DE) at Bakersfield College (BC) using the Canvas Learning Management System (LMS). The training will align with federal, state, and local expectations for BC faculty. Specifically, **the course will focus on three key phases: organizing DE courses, preparing them properly, and ensuring their successful and meaningful implementation.** While assignments have due dates, the course offers some flexibility with deadlines for emergencies and/or extenuating circumstances.

The course covers effective pedagogical strategies for teaching in online and hybrid formats, using the Distance Education checklist throughout. It is intended for individuals interested in or planning to teach an online or hybrid course. Participants can look forward to engaging in meaningful discussions with peers from other CSUs and sharing best practices for creating quality courses that achieve their student learning outcomes. **A minimum score of ninety percent (90%) is required to receive a certificate of completion.** The entire course is estimated to take **15-18 hours to complete.**

This course is **3 weeks long**, asynchronous, and features a structured course schedule with due dates that must be met. While you can move ahead with the course modules and assignments, you are expected to follow the due dates as outlined in the schedule, as peer-to-peer collaboration is an integral component of all the courses. **"Start Here" and Modules 1 and 2 will open. Modules 3 and 4 will open during Week 2, and Module 5 will open during our last week.** It is expected that you will need to work on weekends to keep pace with the course due dates. If you fall behind, please get in touch with the facilitator as soon as possible to arrange a catch-up.

Finally, while this course is 3 weeks in length and asynchronous, and there is a suggested course schedule with due dates, if you do not log into the course and **complete the Start Here Activities, Module 1, and Module 2 by the end of day 7**, you will be removed from the course on Monday of Week 2. Additionally, if you do not **complete modules 1-4 by the end of Week 2**, you will be removed from the course on Monday of Week 3, as peer-to-peer collaboration is an integral component of all courses.

Course Level Objectives

Upon successful completion of this course, participants will be able to:

1. Recognize how pedagogy changes, when transitioning from a face-to-face (FTF) to an online/blended course environment using the DE checklist as a roadmap for success.
2. Review and apply the Distance Education Organization, Preparation and Implementation (OPI) checklists to an online course.
3. Explore Regular and Substantive Interaction (RSI).
4. Practice integrating RSI into online courses.
5. Develop a module framework that includes measurable course and module objectives, aligning with the resources, tools, activities, and assessments.
6. Reflect upon strategies for developing an online course through an accessibility lens, and methods for creating an accessible learning environment and materials.
7. Create an assignment that fosters community building and emphasizes your role in facilitating interaction and engage in peer review.
8. Reflect on your activities and identify technology tools that maximize and enhance student learning and interaction.
9. Evaluate and use technology tools for creating videos.
10. Document the learning process through reflective practice.

Office (Student) Hours

For any questions, please [post to the Question Café](#). However, for other questions, please do not hesitate to email me, and I am happy to make an appointment and meet with you on Zoom.

Facilitator Information

We look forward to working with each of you and getting to know you throughout this learning experience. In your Canvas course, please refer to the *Facilitator Bio Page (located in the Start Here Section)* and the *Welcome Video* on the course homepage to learn more about your facilitator.

Prerequisite(s)

None.

Time Commitment

- 21 days
- Approximately 5–6 hours per week (more if revisions are required).

Technical Support

Course Access Support: Please contact **Technology Support Services at 833.426.8183.**

Campus Technical Support: In module 3, you will create a 1-minute video about yourself. I encourage you to contact your campus instructional designers to find a campus-supported recording tool.

General Questions: Please use the Question Cafe forum so your peers can also see the message.

Academic Integrity

All faculty and staff taking part in the online course training are expected to maintain honesty and integrity in all areas of their academic work. Plagiarism involves presenting others' ideas as your own and copying text from course materials or lessons without citing the source. Collaboration with colleagues is encouraged, but everyone must still submit their own original work. Academic dishonesty, including plagiarism, will be handled on a case-by-case basis.

Diversity Statement

It is our goal that learners from all backgrounds and perspectives are well served by this course, viewing the diversity students bring as a resource, strength, and benefit. We aim to present materials and activities that respect diversity, including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are welcome and appreciated. Please share ways to improve the course's effectiveness for you personally, for other students, or for student groups. If you experience disrespect or discrimination in this class, please report it to your course facilitator or the campus. Anything shared privately will remain confidential.

Artificial Intelligence Statement

Artificial intelligence language models, like ChatGPT, can be helpful tools for generating ideas and inspiring writing assignments. While these models effectively produce text, it's crucial to understand the ethical considerations of using AI in academia and to always use AI tools responsibly and ethically. Consider using AI as an aid, not as a replacement. Use it for brainstorming, sourcing, structuring, or seeking help, but avoid letting it complete assignments for you, as that counts as plagiarism. Remember, AI can make mistakes, so verifying the accuracy of its output is essential. Most importantly, AI can synthesize and generate information but cannot think critically or apply course concepts to your personal experiences—that's something only you can do. When planning your own courses, it's important to be clear with students about your expectations and when they can and should use AI for assignments and activities.

Accessibility Statement

It is our goal that this class be an inclusive and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effective participation and/or learning, please contact Disabled Student Programs and Services (DSPS) to discuss reasonable accommodations.

Accessibility and VPATs for Tools Used in Training Course

Accessibility statements and Voluntary Product Accessibility Templates (VPATs) for tools used in this course:

- [Canvas LMS Accessibility Standards](#)
- [Zoom Accessibility Statement](#)
- [H5P Content Type Accessibility](#)

Communication and Netiquette Statement

Keep the following guidelines in mind as you voice your opinion and personal thoughts:

- **Identify yourself by your real name.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc.—not to offend or breach personal privacy. Never use private information about other individuals, and be sensitive to the information you share about yourself.
- **Write in the first person** (this is your opinion).
- **Use humor, joking, or sarcasm with caution.** We often rely on nonverbal cues, such as facial expressions, to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- **What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as ‘net etiquette,’ includes using language free of profanity, appropriate tone, and mechanics (including complete sentences), as well as courtesy and respect for others’ opinions. **Instructors may interpret breaches of netiquette as “disruptive behavior.”**
- **Be Professional, Clear, and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb; use a positive tone and adhere to the same rules you would follow in face-to-face communications.
- **Read and Formulate Communications Carefully.** Take the time to review the information in all your online communications. This will allow you to thoughtfully consider all points, reduce confusion and prepare you for a valid response. You can in return, research your facts and provide citations for information stated in your communications. This promotes a robust academic environment and adds credibility

to any course. Re-read all communications before sending to avoid emotional and or “all capital letter” statements and keep communications meaningful and to the point.

- **Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn, and anyone can make a simple mistake in research, knowledge, or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand—learning. When adverse conditions arise and communications get strained, try to help rather than hinder. True cooperation means working together to the same end—everyone wants to be successful in any given course.
- **Remember, This Course is Online.** Your instructor and fellow students may be located around the world or have schedules that differ significantly from yours. You may not always receive an immediate response. Make sure to plan and avoid putting things off until the last moment.
- **Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission,” and “Week 3 Reading is Missing” is better than “Help!”
- **Provide Context for Your Responses.** When replying to a message or posting, be sure to summarize the original at the top of your response or include just enough text from the original to provide context. This will ensure readers understand what they are reading when they begin your response. Giving context helps everyone.
- **Provide Enough Detail in Your Messages.** When asking for help, whether from your instructor or technical support, be sure to provide as much information as possible to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of any error messages, your browser/version information (if a technical issue), a screenshot of the problem, and any other relevant information. It may take a little more time up front to compose your question, but it can help to eliminate some of the back-and-forth communication.

Communication Expectations

- Email or Canvas Inbox is the fastest way to reach me. My goal is to respond to your inquiries within 24 hours, excluding weekends, holidays, and special events.
- Please check into the discussion regularly and add your replies.
- Remember to use the *Question Café* forum to post questions; participants can also answer their colleagues’ questions.

Expectations of Learners

- This is a fast-paced course that requires regular engagement throughout all three weeks.
- Ensure you have approximately 5-6 hours per week to spend on this course.
- Review the assignments on the “M# Overview and To-Do List” and print it out for easy reference as you complete each task.
- You are expected to plan your study time around the course schedule and recommended completion dates.
- “Start Here,” Module 1, and Module 2 will open during Week 1. Modules 3 and 4 will open during Week 2, and Module 5 will open during our last week.

- Due dates are included. Adherence to due dates ensures participation in discussions, an essential course component. In an emergency, I can offer some flexibility with due dates.
- If you resubmit your work, please highlight the changes.
- It is expected that you will need to work on weekends to keep pace with the course due dates.
- It is expected that all assignments will be submitted by 11:59 on the last day of the course unless prior arrangements have been made with the facilitator.
- Check your email regularly for updates. Use e-mail for private messages to the instructor and other students. The *Question Café* and discussion forum are for public messages. Emails sent will be answered within 24 hours.
- If you have questions or confusion about an assignment, act promptly! Check the *Question Café* to see if your concern has been addressed and post your question there if you don't see an answer.
- Sometimes links or other pages need updating or become inactive. If that occurs, please do not hesitate to reach out.
- Read directions carefully.
- In addition to initial responses on the discussion forums, participants must provide insightful feedback to at least one peer. Try to reply to someone who does not already have a reply to ensure everyone gets a reply.

Technology Skills Required

The following technical skills significantly contribute to your success in this online class:

- Competency with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Internet navigation skills
- Download plug-ins from the Internet
- Using a current and stable internet browser
- Send and receive email
- Competency using a Learning Management System
- Competency using a microphone and webcam for video creation
- Create, save, and submit documents using Microsoft Word and PowerPoint, Google Docs, and Slides
- Toggle between two open software applications on your computer
- Take screenshots
- Copy text from a word processing program and paste it into another program

Learner Attributes

The following attributes will significantly contribute to your success in this online class:

- A positive attitude towards technology

- An open mind towards online education
- Willingness to share your experiences and collaborate with others
- Strong writing skills are needed to express yourself in the discussion area.
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness—don't be afraid to click on links, explore, and ask questions
- Self-directed with strong time management skills (able to meet specified course deadlines)

Computer and Browser Specifications

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements. Please read the [Canvas Computer and Supported Browser Requirements](#) and refer to this page if you have browser issues. In some cases, clearing the browser cache (which stores copies of web pages) can speed up page loading. Learn how to clear your browser cache on a [Mac](#) or a [PC](#).

Canvas Mobile App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include iPhone/iPad/iPod Touch and Android devices. However, it is recommended that you do not rely solely on any of these devices to complete your online coursework. Access to a computer is still needed for many online activities. Visit the Mobile section of the [Canvas Guides](#) website for more information.

Learning Environment

This fully online course uses asynchronous activities, assignments, discussions, and assessments. The course will utilize the tools available in the Canvas Learning Management System. Please ensure you read all lessons and documents in the course, so you have the necessary information to complete the required activities.

Earn a Course Completion

Participants who complete ninety percent (90%) of the total points will earn a certificate and digital badge. Once all completed assignments are graded, and you have a score of at least 90%, you will receive a course completion certificate and a digital badge.

Course Schedule

Use the Course Schedule to guide your completion of the modules with the recommended completion days of the course:

Note: MO stands for Module Level Objective. CO stands for Course Level Objective. Each module-level objective includes the associated course-level objective in parentheses at the

end, indicating their alignment. You will find module-level objectives and course-level objectives within each course module.

Week One

Start Here Activities (Due Wednesday):

- Complete "Roll Call" (course check-in)
- Take the Syllabus Quiz
- Complete Learner Profile Survey
- Module 1: Introduce Yourself & Meet Your Peers

Module 2 (Due Week 1 Sunday):

- Create a Welcome Letter or Video
- Create a Communication Plan
- Post and Assignment/Peer Review

Week Two

Module 3 (Due Week 2 Sunday):

- Create Three Announcements
- Create a Rubric for SpeedGrader
- Create a 1-minute Introduction Video

Week Three

Module 4 (Due Week 3 Sunday):

- Post a Discussion Question/Peer Review

Module 5 (Due Week 3 Sunday):

- Complete Quiz (Comprehensive)
- Participate in Final Course Reflection Discussion
- Complete Course Reflection Survey

Total points: 100