

MarylandOnline

Certificate for Online Adjunct Teaching

(COAT)

Course Competencies

General COAT Competency Area	Specific Competency
1. Orienting Students to Online Learning	<ol style="list-style-type: none"> 1. Describe methods of orienting students to the online learning environment. 2. Manage student expectations and explain instructor roles 3. Communicate required technology skills for students 4. Communicate to students institutional information about where they may get help for academic, student, and technical problems. 5. Provide clear guidance for new online learners: study tips, syllabus, time expectations etc.
2. Technology Skills	<ol style="list-style-type: none"> 1. Assess your current knowledge of computer technologies 2. Identify sources for improving computer technical skills 3. Identify institutional source for computer technical support.
3. Learning Management System (LMS) skills	<ol style="list-style-type: none"> 1. Assess your current knowledge of LMS technologies 2. Identify sources for improving LMS skills 3. Identify institutional source for LMS technical support.
4. Basic Instructional Design Principles	<ol style="list-style-type: none"> 1. Identify, explain, and apply basic instructional design principles. Determine if course/course components: <ol style="list-style-type: none"> a. Help students meet the stated objectives b. Fit together as a coherent whole (content, assessment, communication) c. Assume appropriate time on task (judge time on task) 2. Choose content appropriate for the online environment
5. Pedagogy / Andragogy	Teaching Strategies <ol style="list-style-type: none"> 1. Explain what is unique/different about student learning online 2. Provide clear instruction to students 3. Engage and motivate students 4. Facilitate active learning 5. Utilize learning theories appropriate to your discipline in an online environment 6. Express the theoretical framework(s) on which your teaching methodologies are based (constructivism, behaviorism, cognitivism etc.)

	<p>7. Facilitate collaboration</p> <p>Learning Styles</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of different learning styles (auditory, visual, kinesthetic, etc.) <ol style="list-style-type: none"> a. Identify characteristics of each learning style b. Identify your preferred learning style c. List effective learning strategies for your preferred learning style(s) d. List examples of how to accommodate different learning styles within your course 2. List characteristics of non-traditional student learning styles/preferences/needs 3. List examples of how to accommodate non-traditional students' learning styles/preferences/needs
<p>6. Social Process and Presence</p>	<p>Social Process and Presence</p> <ol style="list-style-type: none"> 1. Explain appropriate online instructor roles 2. Provide feedback to online students both one-on-one and whole-class 4. Give examples of methods of motivating students 5. Establish student private space 6. Promote student-student interaction 7. Set up and facilitate social presence activities – Group activities, discussion board, etc <p>Facilitating Online Discussions</p> <ol style="list-style-type: none"> 1. Utilize LMS features to establish, guide, and maintain interactive discussions 2. Deal with “difficult” students/inappropriate posts 3. Set up discussion expectations in terms of quality, quantity, netiquette 4. Create guidelines for instructor participation and frequency in discussion board 5. Facilitate student collaboration 6. Utilize guest speakers
<p>7. Managing Assessment</p>	<ol style="list-style-type: none"> 1. Utilize LMS features to create different assignment (assessment) types 2. Provide assessment feedback to online students 3. Maintain assessment integrity (proctored exams, academic honesty, etc.) 4. Assess student participation in the discussion board 5. Create grading rubrics 6. Use rubrics to assist students in knowing how their work will be assessed 7. Provide student self-assessment opportunities 8. Facilitate students' ability to monitor progress/ongoing grade 9. Assess student engagement in group or collaborative assignments

	10. Discuss objective and subjective grading techniques.
8. Legal and institution-specific policy and procedure	<p>Family Educational Rights and Privacy Act (FERPA)</p> <ol style="list-style-type: none"> 1. Identify educational records protected under FERPA. 2. Identify student rights under FERPA. 3. Recognize “legitimate educational interest”. 4. Explain parents’ rights under FERPA. 5. Respond to requests for student information. 6. List methods of securing student records. 7. Identify your institution’s FERPA contact personnel. 8. Identify your institution’s basic FERPA procedures and policies. <p>Americans with Disabilities Act (ADA)</p> <ol style="list-style-type: none"> 1. Identify the major legal issues related to ADA. 2. Differentiate between the responsibilities of the student, the instructor, and the institution, as they relate to ADA. 3. Identify your institution’s ADA contact office/personnel. 4. Identify your institution’s ADA policies, procedures and guidelines <p>Copyright</p> <ol style="list-style-type: none"> 1. Define copyright law and list the conditions for copyright law to be applied. 2. Define fair use and the factors to determine fair use. 3. Define plagiarism and recognize the difference between plagiarism and copyright law. 4. Identify resources that can and cannot be used in online courses according to copyright law, the Digital Millennium Copyright Act (DMCA) and the TEACH Act. <p>Institution-specific policies, procedures and resources</p> <ol style="list-style-type: none"> 1. Identify institution-specific policies, procedures, and resources. List your institution’s: <ol style="list-style-type: none"> a. Procedures <ol style="list-style-type: none"> i. LMS procedures (student drop/adds, late registrants, no-shows, semester rollovers, etc.) ii. Distribution of official class rosters iii. Mid-term and final grade posting b. Policies <ol style="list-style-type: none"> i. LMS faculty training policies ii. Student orientations to online learning iii. “Attendance” policy for online courses iv. How to handle student discipline problems in online courses v. Discussion boards

	<ul style="list-style-type: none"> vi. Faculty response/turnaround times vii. Testing in online courses (proctored required?) viii. Campus-wide syllabus requirements <p>c. Resources</p> <ul style="list-style-type: none"> i. LMS training for faculty and students ii. Orientation to online learning for students iii. Technical support for students iv. Technical support for faculty v. LMS support for faculty vi. Faculty mentoring opportunities vii. Librarians and student access to library resources viii. Student tutoring and other academic help sources <ol style="list-style-type: none"> 2. Document the appropriate contact personnel at your institution for specific policies, procedures, and resources. 3. Create a checklist for use during your first online course 4. Create a personalized reference manual for teaching online <p>Professional Development</p> <ol style="list-style-type: none"> 1. List resources for continued professional development related to teaching online 2. Create an individualized “Online Teaching” professional development plan.
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