

Curriculum and Distance Education

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Your Curriculum Process...

- Who/what/how/where do technology and curriculum interface on your campus?
- Does your curriculum process ensure compliance of your DE program?



Your Curriculum Process...

- Does your “separate review process” ensure that the CoR is taught to?
- Do you consider Quality vs Compliance?



Overview

- Definition of Distance Education (DE)
- Title 5 and DE
- Separate Approval of DE
- DE Guidelines
- Accreditation, Curriculum, and DE
- DE and Quality



Defining Distance Education

1. For reporting purposes?
2. For apportionment?
3. For your schedule?
4. For curriculum? (i.e., when is “separate approval” required?)



Defining Distance Education

1. Reporting: > 50% DE
2. Apportionment: ANY percent – see most recent TBA memo.
3. Schedule: Local choice.
4. Curriculum: ANY percent – as discussed later..



Title 5 and Distance Ed

- Title 5 Part One
 - Moved and renumbered
 - Clarified 51% trigger
 - Any DE by design > separate review
- Title 5 Part Two
 - Attempts to “fix” apportionment language
 - DE labs funded as per F2F



Title 5 and Distance Ed

- Most recent TBA Memo
- June 10, 2009
- Second TBA Hours Follow-Up Memo
- “..it is necessary to use the Alternative Attendance Accounting Procedure...if the entire course as a whole does not qualify for either the basic Weekly or Daily Census attendance accounting procedures.”



Title 5 and Distance Ed

- Alternative Attendance Accounting Procedure
- “Since hybrid courses qualify as distance education, they are eligible for this procedure.”



§ 55200: Definition & Application

- DE means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All DE is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, **instruction provided as DE is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).**



§ 55202: Course Quality Standards

- The same standards of course quality shall be applied to ***any portion of a course conducted through*** DE as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of DE under the course quality standards shall be made with the full involvement of faculty...



§ 55204: Instructor Contact

- In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) ***Any portion of a course conducted through*** DE includes regular effective contact between instructor and students.



§ 55206: Separate Course Approval

- *If any portion of the instruction in a proposed or existing course or course section is designed to be provided through DE in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.*



Separate Approval

- How this is done and what is involved is a local decision – but there are some common goals.
- Ensure that course is being taught to the existing course outline of record.
- *Why is this important?*



Separate Approval – Why?

- Articulation is based on the course outline of record – if and when courses are not taught to the COR, all articulations are placed in jeopardy.
- May be the only quality check.
- Ensure compliance with all regulations.
 - Title 5
 - Accessibility



Separate Approval

- Must provide “regular and effective contact between instructor and student,” **as defined locally.**
- Methods of Instruction and Methods of evaluation may change, but neither content nor objectives – we still teach to the existing COR.
- How may change, but not what.



Separate Approval

- What should you look for when approving online course addenda?
- Can the course objectives be achieved via DE?
- Do the methods of instruction seem plausible when applied via DE?



Separate Approval

- Are a *variety* of DE content delivery methods used that link back to the course objectives?
- Do the methods of *evaluation* make sense?
- Are there *integrity* concerns that need to be addressed?



Separate Approval

- Has consideration been given to compliance with accessibility guidelines?
- Is class size appropriately addressed?



Separate Approval

- What policies are in place with respect to “canned” (“e-pack”) courses?
- Courses should not be identified as online anywhere but in the curriculum addendum and the schedule of classes.
- Accessibility must be addressed.



Separate Approval

- What is *your* process?
- Is it effective?
- What's working well?
- What's missing?



Is separate approval needed?

- ▶ A course is scheduled to be 100% face-to-face. The instructor announces in the course that students will also have to work to do at a distance (either asynchronously or synchronously) with an online component. The course still meets face-to-face at its regularly scheduled time.



Is separate approval needed?

- A course is scheduled to be 100% face-to-face. The instructor has to miss a class or two and has no substitute so, assignments are placed online. Otherwise, the course still meets face-to-face at its regularly scheduled time.



DE Guidelines

- .. districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved.
- .. important to document regular effective contact and how it is achieved.



DE Guidelines

- Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee.



DE Guidelines

- A natural place for this to occur is during the separate course approval process (see section 55206)
- Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session.



Local Decisions

- Create a curriculum addendum form that reflects local needs and addresses relevant compliance concerns.
- Define how “effective contact” will take place
- Establish a clear process for the introduction of new DE courses.
- Develop a means to ensure not only compliance and quality today, but ongoing compliance and quality.
- Others?



Accreditation, Curriculum, and DE

- What does ACCJC have to do with your DE offerings?
- When does your DE offerings constitute a “substantive change”?



CC Training Ideas

- Preview live online courses
- Conduct committee business online
- Create a simple set of resources that include:
 - Definitions of fully online, hybrid, web mediated.
 - A list of functions performed by your course management system for easy reference
- Create a formal orientation regarding the DE Guidelines



Accessibility and Distance Education

- DE offers students “Learning anytime, anywhere.”
- All DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources “anytime, anywhere” without the need for outside assistance (i.e. sign language interpreters, aides, etc.).



DE and Quality

- Title 5 Mandates
- Separate review
- Regular effective contact
- Accreditation standards
- Various resources to cite when seeking support for DE



Discussions / Questions

- How do you verify effective contact?
- Who should verify accessibility?
- Who determines class size?
- What do you do to ensure quality in your distance education program?
- Is your curriculum committee effective in its role with respect to distance education?



Resources

- Online Course Evaluations
 - <http://multimedia.msjc.edu/pjames/ol/eval.htm>
- ACCJC
 - [Distance Learning Manual](#) (published 2006)
This manual contains information that will assist member institutions as they plan and evaluate distance learning programs.
 - http://www.accjc.org/ACCJC_Publications.htm
- System Office - Distance Education Report Fiscal Years 1995-96 through 20005-06
 - http://www.cccco.edu/executive/bog/agendas/attachments_0707/05-5-DE_Report.pdf

