

Distance Learning Form D Proposal to Revise

It is the recommendation of the Distance Education Committee that the current Pasadena City College Curriculum and Instruction Form D, the separate form commonly referred to as a "distance education addendum," be revised. The current Form D needs to be updated, as it refers to prior Title 5 language and sections, and is incomplete and lacking clarity in the questions it poses regarding course quality and regular effective contact.

Furthermore, the formulation of the specialized content of Form D should be understood to be part of the responsibility of the Distance Education Committee, in its mission to determine policy and procedure regarding best practices in Distance Education at the College. Following review, amendment and approval by the Distance Education Committee, the Curriculum and Instruction Committee should review, amend as needed, and approve the revised Form D. The purpose of the review is to assure the concept of one common course curriculum with multiple, equivalent delivery modes, verifying that the quality of a distance education course is comparable in terms of rigor, scope, and regular effective instructor-student contact, to equivalent face-to-face classes. "Students should expect that distance learning programs will permit completion of learning outcomes and objectives in the same manner as those delivered in traditional programs." (WASC, *Distance Learning Manual*, 2008,3).

It is further recommended that to aid in the review and approval process, the Curriculum and Instruction Committee should reserve a permanent, voting seat for a member of the Distance Education Committee, who will consult on matters relating to Distance Education.

Pursuant to Title 5 California Code of Regulations (2007), Sections 55202, (formerly 55209) 55204 (formerly 55211), and 55206 (formerly 55213), of the Chancellor's Office Guidelines for California Community Colleges, a proposed or existing course, designed to be offered in a distance learning environment, whether fully online or hybrid, should have course quality determination, regular effective contact between instructor and students, and a separate course review and approval. California Community Colleges: Chancellor's Office, *Title 5 Guidelines Related to Curriculum and Instruction*. (1994, 2002, 2007).
<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/Title5Guidelines/tabid/1330/Default.aspx>

The function of Form D for online teaching and learning is to elicit and confirm, through its questions, that the prospective instructor understands that the methods of instruction and evaluation in online teaching and learning are different from face-to-face, while instructor objectives do not change. Faculty continues to be responsible for establishing goals for student learning, and for creating content. The freedom of inquiry and instruction in an academic field of specialty is not infringed upon by the guidelines and approval process promulgated by Form D.

Title 5 and the State Academic Senate state that Form D should be considered an opportunity to demonstrate how instructor-student, *regular effective contact* will be accomplished in a proposed course. Regular effective contact is defined as:

Title 5

Section 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) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops/orientations, telephone contact, correspondence, voice mail, e-mail, or other activities.
- (b) ☐ All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to Title 5, section 53200.

Best practices in undergraduate education have focused on the Seven Principles of learning as codified by Arthur W. Chickering and Zelda F. Gamson (March, 1987). *The American Association for Higher Education Bulletin*.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

These principles of learning clearly lay out aspects of regular effective contact (also cited in *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*, Adopted Spring 2008, 21) and should inform distance education strategies for success, as well as be reflected in the Distance Education Addendum (Form D).

The Seven Principles are:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

Form D must also address issues of accessibility and distance education. Federal law protects the rights of persons with disabilities, and includes mandates and guidelines for distance education web-accessibility. These include:

[Section 504 of the Rehabilitation Act \(1973\)](#) requires all employers and organizations receiving federal assistance—including most universities—to provide people with disabilities equal access to information, programs, activities, and services.☐

The [1998 Amendment to Section 508 of the Rehabilitation Act](#) does not directly apply to universities, but it does mandate specific conditions for Internet and Web

accessibility that are used as guidelines in designing and creating federal agency Web sites. □

The [Americans with Disabilities Act \(ADA\) \(1990\)](#) applies the same general principle as Section 504—equal opportunity to participate in programs and services—but extends the reach to private organizations and any state or local entities not covered under Section 504.

Other laws, including [Section 255 of the Telecommunications Act](#), the Individuals with Disabilities Education Act (IDEA), and the [Assistive Technology Act](#) (1998, 2004), or "ATA," may also impact Web-based instruction, and how institutions may use federal monies, while [AB 386](#) amends the California Education Code to establish a mechanism for community colleges to comply with state and federal equal access laws regarding captioned instructional materials for deaf and hearing-impaired students without violating copyright.

For an overview of Title 5 language on distance education, see:

Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (August 2008). *Distance Learning Manual*. Accessed 10/5/09.
http://www.accjc.org/pdf/Distance_Learning_Manual_August_2008.pdf

California Community Colleges Chancellor's Office. *Title 5 Guidelines Related to Curriculum and Instruction*, 2009.
<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/Title5Guidelines/tabid/1330/Default.aspx>

Walton, I., James-Hanz, P., North, W., Pilati, M. (2008). *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*. Accessed 5/13/09.
http://www.asccc.org/Publications/Papers/Education_Technology.htm

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Distance Learning Form D (Revision) final draft March 23, 2010

After completing this form, faculty must make an appointment to consult with the C&I committee Distance Education representative in order to insure the proposed course conforms with all standards for Distance Education.

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| A. General Course Information |
| Course Title: |
| Course Number: |
| B. Rationale: What is the purpose of offering this course via distance education? (Write a brief one-paragraph response.) |

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| C. Type of Delivery (Check all that apply.) |
| <input type="checkbox"/> Online |
| <input type="checkbox"/> Hybrid (51% or less of the course delivered via the Internet) |
| <input type="checkbox"/> ITV |
| <input type="checkbox"/> Publisher E-Pack |
| <input type="checkbox"/> Other delivery methods: |

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|---|
| D. Learner Support and Resources A distance education course provides a variety of course-specific and campus resources to students. Describe the resources required by the course and the students in each of the areas specified below and briefly identify/explain implications or impact on these resources or services: |
| 1. Computing Services (helpdesk, computer labs, technical support) |
| 2. Academic Support (Learning Management System technology support, course design, online pedagogy) |
| 3. Library (library resources, facilities and online information resources) |
| 4. Student Services (Financial Aid, Counseling, Bookstore, etc.) |
| 5. Disabled Students Programs Services DSPS (Section 508 compliance of course material and delivery) |
| 6. Tutoring (Learning Assistance Center, MESA, ESL Center, Reading Center, Writing Center, Foreign Language Lab, etc.) |
| 7. Other |

E. Instructional Design & Delivery (TITLE 5: 55202 ; WASC, ASCCC):

Student-to-Student; Student-to-Content Contact (Regular Effective Contact)

This section is dedicated to how the course will be translated from face-to-face learning activities into technology mediated, learner-centered pedagogy.

Briefly address the following quality teaching and learning methods and tools you will use in your course:

1. Describe how the course curriculum will promote each of these interactions and communication (Title 5; WASC):
 - a. Student-to-student
 - b. Student-to-content
2. Provide examples of how the instructor will facilitate critical thinking and problem solving.
3. Describe at least two learning activities that the instructor will use in this course to promote and monitor substantive student-to-student contact.
4. Describe how the instructor will foster online community building activities. Include a sampling of the LMS tool(s), i.e., discussions, announcements, email, chat, etc. that will be used to engage students in collaborative learning communities.

F. Instructional Design & Delivery (TITLE 5: 55211a; WASC; ASCCC)

Instructor-to-Student Contact (Regular Effective Contact)

Title 5 states: "All approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops/orientations, telephone contact, correspondence, voice mail, email, or other activities."

For each method and/or technology that will be used to maintain regular effective contact with students:

- Briefly explain how the delivery method(s) and/or technologies listed below will be used to maintain regular effective contact with students throughout the course.
- Include/explain what will make this interaction effective.
- Indicate how faculty will identify and respond to students experiencing academic difficulty?
- **Indicate online or face-to-face; synchronous or asynchronous.**

1. Group meeting

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|--------------------------------|
| 2. Individual meeting |
| 3. Orientation |
| 4. Library workshop |
| 5. Study session |
| 6. Supplemental seminar |
| 7. Field trip |
| 8. Review session |
| 9. Discussion board |
| 10. Email |
| 11. Voice mail |
| 12. Chat room |
| 13. IM |
| 14. OTHER |

G. Assessment & Evaluation of Student Learning

Aligning multiple timely assessment strategies with learning objectives that actively engage your students, require critical thinking activities, and promote application and transfer of learning in real-life scenarios are pedagogically preferred. For example, a gradual portfolio of graded assignments throughout the course helps verify how well your students have met the course objectives.

A variety of methods of assessment, comparable to those used in face-to-face courses should be proposed and considered.

1. Describe each assessment method that will be used to evaluate student learning in this course. For each assessment method used, give a specific example.

| Assessment Method and Example(s) |
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| a. Participation/communication |
| b. Individual projects |
| c. Group projects |
| d. Authentic/discovery learning assignments, i.e., role playing, diagnosis, experiments |
| e. Written papers, essays, or reports |

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| f. Self-tests |
| g. Form based / skills based tests, i.e., multiple choice, matching |
| h. Portfolio of scaffolding assignments |
| i. Other |
| 2. Given these assessment methods briefly explain how the instructor will address issues of student academic integrity and authentication in this course. |

H. Evaluation

Integrating ongoing formal and informal student feedback to help strategize student learning instruction and assessment is required by Title 5 and ACCJC. Evaluation instruments should be appropriate to distance education delivery.

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| Briefly explain how opportunities for student feedback will be offered in the course. |
| 1. Course content |
| 2. Ease of technology used within the course |

I. Teaching with Technology

A variety of multimedia elements and/or learning objects are used and relevant to student learning throughout the course. The technology choices made should consider access for all students.

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| ○ Digital/flash video clips |
| ○ Virtual space |
| ○ Simulations |
| ○ Educational gaming |
| ○ Animations |
| ○ Graphics |
| ○ Podcasting/MP3 |
| ○ Presentation programs, i.e., <i>PowerPoint</i> , <i>Keynote</i> , etc |
| ○ Web-based resources |

| | |
|---------------------------------------|--|
| ○ Publisher prepared online materials | |
| ○ Course cartridge materials (e-pack) | |
| ○ CD support materials | |
| ○ DVD support materials | |
| ○ Instructor authored web site | |
| ○ Internet | |
| ○ Other | |

J. Online Design & Delivery

Accessibility - This section describes how the course design will ensure that all instructional content is accessible to students with disabilities, as well as those with ESL and technical challenges. The *CCCCO Distance Education Guidelines* state: "Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility." The following requirements and guidelines must be met.

- The Americans with Disabilities Act of 1990 (ADA) requires educational institutions to provide for effective communication, auxiliary aides and services, and reasonable accommodations to achieve access to computer technology and the Internet.
- The 1998 amendment to the Workforce Rehabilitation Act (*Section 508* standards) requires that **all** information technology developed, used, **maintained** and purchased by Federal agencies are accessible to people with disabilities.
- The *Web Content Accessibility Guidelines* (WCAG 2.0, December 2008) covers a wide range of recommendations for making Web content accessible to people with disabilities including **blindness and low vision, deafness and hearing loss, learning disabilities, movement limitations, cognitive and speech impairments.**
- More recently, Assembly Bill AB386 required textbook publishers to provide captioned audiovisual materials for deaf and hearing-impaired college students in a timely manner. Other alternate formats or methods of accessibility include **audio recordings, Braille, large print, electronic text, Internet postings, multimedia audio description, and real-time transcription service.** DSPS is available for consultation.

Consider how the course design will ensure access to all students.

1. Briefly describe how course design and delivery will ensure that each of the technology choices from the above, Part I, (Teaching with Technology) will be ADA compliant and 508 conformant.
2. Briefly describe how your LMS, web page, and/or publisher-produced multimedia content will provide equivalent alternatives to auditory and visual content. Give one example.

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