

# **Glendale Community College Distance Education Guidebook**

*This document is intended to work in conjunction with the Distance Education Course Addendum Form and facilitate the course approval process.*

*The Distance Education Guidebook provides references, regulations, and clarifies available support for faculty interested in teaching Distance Education Courses, whether online or hybrid. The document provides an initial overview followed by detailed information helpful to completing the Distance Education Course Addendum Form. Much of this guidebook is based on the Academic Senate for California Community Colleges white papers and guidelines. For more information on Academic Senate and California Community College regulations and guidelines see the references at the end of the document.*

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## I. Definition of Distance Education

Distance Education (DE) is the use of technological devices to bring the teaching and learning process to students who are at a different location(s) and/or are at a different time(s) from the instructor. In this context distance education includes online and/or hybrid courses utilizing the internet and other technologies such as CD-Rom, video, audio, and interactive exercises. DE courses are considered the virtual equivalent to a classroom-based course.

Courses that supplement or experiment with instructional technology (less than 10% of classroom instruction replaced with technology mediated instruction) are NOT considered Distance Education courses and do not require any separate or additional approval process.

Types of courses using technology include:

<b>Course Type</b>	<b>Definition</b>	<b>Considered Distance Education Course</b>	<b>Requires Additional Approval Process</b>
<b>Web enhanced</b>	Classes that meet in the classroom setting during <b>ALL</b> class hours but make use of the internet for supplemental communication, out-of-class assignments, and learning resources.	No	No
<b>Web experimental</b>	Classes in which under 10% of the instruction is replaced with technology mediated instruction such as online exercises, video or CDROM.	No	No
<b>Hybrid</b>	Classes in which over 10% and under 51% of traditional classroom instruction is replaced with technology mediated instruction such as online exercises, video or CDROM.	Yes	Yes
<b>Online</b>	Classes in which over 51% of traditional classroom instruction is replaced with instruction online via the internet. Some online classes require on campus sessions for orientation or testing.	Yes	Yes

## II. Rationale for Distance Education Course

Distance education may be helpful for a variety of purposes including:

- **Expand Access:** Expand access to the college to populations that may not be able to benefit from the traditional classroom approach.
- **Increase Flexibility:** Meet student demands for flexibility in scheduling and learning style.
- **Promote Technical/ Computer Skills:** Provide students with an integrated opportunity to improve and apply technical and computer skills.
- **Promote Innovative Pedagogy:** Allows instructors increased flexibility in using a range of instructional tools.

### III. Separate Course Approval for Distance Education Courses

Title 5, Section 55378 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered.

All DE courses, sections and sessions designed to use any mediated technologies are still subject to the same local and state approval standards and procedures that are currently applicable to all other forms of instructional delivery (Community College Distance Education Guidelines, 2004).

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5, Section 55207)

To teach an online or hybrid course, an instructor must complete the **Distance Education Course Approval Form** for review. This form fulfills three objectives: 1) It justifies the need for the course to be taught in online or hybrid format; 2) it assures that the educational objectives of the course can indeed be achieved via distance delivery; and 3) it makes clear how students will be able to communicate with the instructor.

**All courses to be taught in an online or hybrid mode must undergo an initial separate review process.** If an existing course is proposed to be taught as online or hybrid, the completed Distance Education Course Approval Form is reviewed for approval by the Technology Mediated Instruction (TMI) committee and then by the Curriculum and Instruction Committee (C&I), Academic Affairs, Campus Executive and the Board of Trustees.

If a new course is proposed to be taught as online or hybrid, the approval process is similar with exception that the course proposal will be reviewed by Division Chairs and the Technical Review Committee before C&I. See the Distance Education Course Approval Process for a detailed flowchart of the process.

Once approved the division/department is responsible for ensuring that instructors teaching the approved course follow the approved DE Course Approval Form or that changes made to the approved DE Course Approval Form are approved by the division/department.

Once initially approved, changes to the Distance Education Course Approval Form will be reviewed by TMI when the course is up for Program Review.

#### **IV. Required Instructional Time**

As in a traditional course, instructors are expected to fulfill the hours of instruction required by the number of course units specified in the course outline on file. Based on Carnegie Units, a course requires a minimum of three hours of student work a week, per unit including class time and/or demonstrated competency prorated for short-term, laboratory, and activity courses.

For example, if the instructor for an internet course delivers web-based instruction requiring students to complete three hours of instruction during a 5-day period, it is the virtual equivalent to the same instructor requiring students to attend a class session three hours within a 5-day period.

All courses (DE or traditional) must meet the criteria in Section 58003.1 when calculating FTES. In both situations, the students will need to engage in an additional two hours per week of educational activity for each 1 hours of “classroom” time in order to meet the Carnegie Unit requirements for academic credit.

#### **V. Course Content Creation and Delivery**

GCC provides faculty and student access and support to the college’s course management system, WebCT, in addition to a variety of software programs. GCC also provides support for content development and acquisition. For a full listing of resources, see [www.glendale.edu/online/facultycenter/index.htm](http://www.glendale.edu/online/facultycenter/index.htm) or contact the Associate Dean Instructional Technology.

#### **VI. Accessibility**

Section 508 regulations (36 C.F.R. §§ 1194.1 et seq.) require that electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. A course designed for distance education needs to make provisions to accommodate disabled students in a comparable manner to regular courses, such as ensuring that websites are accessible to screen readers for the visually impaired.

It is strongly recommended that all GCC instructional web-based material follow the tips specified in the table below. If any web-based course material is identified as inaccessible, it is the instructor's responsibility to put the material in an accessible format in a timely manner. Technical support from ITS will be available if needed.

See *Section 21 Access for the Disabled* of the California Community Colleges Distance Education Regulations and Guidelines for more information.

### **Distance Education Accessibility Tips**

- 1.** Provide a text equivalent for all non-text elements such as images, animations, applets, objects audio/video files and ASCII art. *This will enable a screen reader to read the text equivalent to a blind student.*
- 2.** Provide descriptions for important graphics if they are not fully described through alternative text or in the document's content. *The description would inform a blind student of what a picture represented.*
- 3.** Ensure that information conveyed by the use of color is also understandable without color. *For example, so a blind or color-blind student could understand a color-coded representation of DNA.*
- 4.** If you either are using more than one language or are using words which are "imported" from another language (such as *fauxpas*), ensure that any changes in language are identified by using the HTML "lang" attribute. *This enables Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation.*
- 5.** Provide textual equivalents to audio information (captioning). *The text will enable deaf students to know what others are hearing.*
- 6.** Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. *The movement can be distracting for students with certain disabilities.*
- 7.** Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). *This provides students with mouse-dexterity problems an alternative way to interact.*
- 8.** Identify, by labeling or other appropriate means, row and column headers. *The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.*
- 9.** Provide title frames and include sufficient information as to their purpose and relationship to each other. *This will help blind students understand the organizational purpose of the frame.*
- 10.** Provide an alternative audio description for multimedia presentations. *The sound will enable blind students to know what others are seeing.*
- 11.** Ensure, through "Bobby" (<http://www.cast.org/bobby/>) or other appropriate verification, the usability of pages using applets and scripts. *Not all applets and scripts are readable by screen readers. Note: If your site includes instantly scored quizzes, which rely on Java script, how will you accommodate students with disabilities?*
- 12.** Electronic forms are designed to be completed online. These forms allow people using assistive technology to access the information, field elements, and functionality required for completion and submissions of the form, including all directions and cues. *(This will enable blind students to complete the form using assistive technology)*

## VII. Instructor/Student Contact

Per Title 5 regulations (55376), all approved courses offered at distance shall include regular weekly contact between instructor and students.

Section 55211 stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. Regular effective contact between instructor and students can be done through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities.

Additionally, the District **REQUIRES** that **ONLINE** courses also include the following:

- One on-campus, face to face orientation session within the first week of the term. Faculty must provide alternative orientation for students unable to attend the face to face orientation.
- One contact between student and instructor after orientation session and before census day

Acceptable forms of electronic communication include:

<ul style="list-style-type: none"><li>• Chatroom</li><li>• Discussion Board</li><li>• Email</li><li>• Instant messaging</li><li>• Listserv</li></ul>	<ul style="list-style-type: none"><li>• Telephone</li><li>• Personal orientation session</li><li>• In person group meeting</li><li>• In person review sessions</li><li>• Other</li></ul>
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In addition to instructor-student contact, student-student contact can be a key success factor for online learners. You may want to encourage students to meet together in pairs or as a group on a regular basis or study together in a convenient location and/or establish chat rooms in WebCT for student use.

An orientation session is essential for the success of a Distance Education course. During this orientation it is important to set the expectations for the class. Particularly for an online class, students need to hear the details of the course requirements such as whether they are free to explore the material on their own or if there are "due dates", how the work should be turned in, how often they should expect instructor feedback, how to get in touch with the instructor (email, phone, office hours etc). Specifying the details of an online course has been found to be one of the most important factors in predicting student success in an online course.

Additionally, during the orientation it is helpful to specify the level of comfort with computers necessary for the course. Many brief inventories such as "Is Online Learning

Right for Me?" are available for your use. See [www.glendale.edu/online](http://www.glendale.edu/online) for more information.

If you are using WebCT, make sure that students login to your course during the orientation and know where to go for technical support. Logging in the first time is also an important factor contributing to the success of online learners.

## **VIII. Evaluation**

As with a traditional course, examinations, tests, and quizzes should follow the guidelines specified in the Full-Time and Adjunct Handbook.

WebCT also provides a host of tools for evaluation including an online quiz tool, student tracking, and an online gradebook. For more information on WebCT and other technology related workshops see the [Staff Development website](#) or call the WebCT HelpDesk x3457.

## **IX. Technical Support for Faculty and Students**

GCC also offers extensive support to both faculty and students using WebCT. Instructors interested in learning WebCT can participate in a variety of WebCT workshops as well as work with staff in ITS on a one-on-one basis. GCC also provides a WebCT HelpDesk staffed by student workers to answer student and faculty questions relating to WebCT or supporting software programs. For more information on WebCT and other technology related workshops go to the Staff Development website or call the WebCT HelpDesk x3457.

Instructors and staff can also participate in training from the California Virtual Campus (CVC). The CVC offers many workshops in an online, self-paced, or in traditional face-to-face format. For information on upcoming CVC workshops and Professional Development Center events go to [www.cvc.edu](http://www.cvc.edu)

GCC also offers a variety of orientation options to introduce your students to WebCT, including pre-scheduled group orientations, online documentation, and student workers who will come to your class to help introduce WebCT. For more information on these orientations as well as additional available support, see [www.glendale.edu/online](http://www.glendale.edu/online)

## **X. Faculty Selection**

Per Title 5 regulation 55215, Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 of chapter 4 of division 4 of this part (commencing with section 53410), and with the list of disciplinary definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time. Note: Authority

cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **XI. Minimum Faculty Qualifications for Teaching Distance Education Course (Hybrid or Online Course)**

Per Title 5 regulation 55215, emphasizes that faculty delivering distance education courses/sections should have the same minimum qualifications and should be selected by the same process as those faculty teaching all other assignments. It is worth noting that many forms of DE delivery require technical knowledge on the part of faculty. In addition, DE faculty can benefit from training in how to effectively teach in a DE environment and in how to update their DE course to enhance student learning.

### **XII. Number of Students in Distance Education Course (Hybrid or Online Course)**

Per Title 5 regulation 55217, the number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

### **XIII. Intellectual Property Rights and Copyright**

#### **Copyright Information**

For information on a variety of copyright issues, such as the use of copyrighted material, the use of television recordings, and the use of videotapes see [www.glendale.edu/library/copyright](http://www.glendale.edu/library/copyright)

#### **Teach Act**

Section 110(2) of the Copyright Act, Title 17 United States Code, was amended in 2002 to provide under certain specific circumstances, to allow college instructors to use non-dramatic works, such as news articles and novels, and portions of dramatic works, such as movies, in online courses without paying fees and without seeking the copyright holder's permission. For more information see Association of Research Libraries <http://www.arl.org/info/frn/copy/TEACH.html> and The Teach Act Toolkit at <http://www.lib.ncsu.edu/scc/legislative/teachkit/>

#### **Guild Contract- Intellectual Property Rights Article VI Section 20**

The purpose of this Article is to identify the owners of the copyrights to certain works that may be created by faculty members, and to identify the uses that may be made of those works by faculty members and the District.

## **XIV. References**

### ***California Community Colleges Distance Education Regulations and Guidelines***

[http://www.cccco.edu/divisions/esed/aa\\_ir/disted/attachments/DEGuidelinesMar2004.pdf](http://www.cccco.edu/divisions/esed/aa_ir/disted/attachments/DEGuidelinesMar2004.pdf)

*The above reference details Board of Governors approved Distance Education (DE) Guidelines including:*

- i. Virtual Equivalent
- ii. 51% Rule
- iii. 55205. Definitions and Application
- iv. 55207. Course Quality Standards
- v. 55209. Course Quality Determinations
- vi. 55213. Separate Course Approval
- vii. 55211. Instructor Contact
- viii. 8.55215. Faculty Selection
- ix. 55217. Number of Students
- x. 55219. Ongoing Responsibility of Districts
- xi. 55316.5. Additional Courses
- xii. 58003.1. Full-time Equivalent Student; Computation
- xiii. 58003.3. Alien Students
- xiv. 58007. Noncredit Classes
- xv. 58009. Application of Independent Study or Work-Experience Attendance Procedure
- xvi. 58051. Method for Computing Full-Time Equivalent Student (FTES)
- xvii. 58056. Immediate Supervision and Control
- xviii. 55340. Eligibility for State Funds
- xix. 58168. Tutoring
- xx. 58170. Apportionment for Tutoring
- xxi. Access for the Disabled
- xxii. Distance Education Glossary

### ***Academic Senate for California Community Colleges Distance Learning Publications***

<http://www.academicssenate.cc.ca.us/>