
Distance Education

Overview

What is Distance Education?

In addition to face-to-face courses, a growing number of courses at City College are offered in one of several distance education formats. These formats include online courses and telecourses.

Title 5 defines distance education as follows:

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.¹

The State Chancellor's Office provides further definition of what is considered a distance education course:

A DE [Distance Education] course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. The delivery of instruction in the DE modality can include the use of one or a number of technologies. As an example, an instructor can use the Internet, email video and class lecture to deliver instruction (hybrid course). However, if the use of the combined mediated technology is 50 percent or less, or the student and instructor are not separated by distance, the course/section/session is considered a classroom-based traditional course/section/session.²

Distance Education Addendum

Title 5 requires that any course being offered in a distance education format have separate review and approval:

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval procedures.³

The Distance Education Addendum is City College's implementation of the requirements for separate approval of distance education courses. The Distance Education Addendum is not a Course Outline of Record; rather, it accompanies the Course Outline of Record, and describes how the distance education version of the course will differ from a traditional version of the course.

The Distance Education Addendum has several major parts:

General Information	This section has basic identification information for the course.
Distance Education Justification	This section should indicate how the content of the course is conducive to being offered in a distance education mode.
Instructional Delivery	This section has two parts. The first part identifies the basic distance education mode being used (e.g., telecourse, online). The second part is used to give specifics on student-instructor

¹Title 5 Section 55205

²California Community Colleges, Distance Education Guidelines, March 2004. Guideline for Section 55205

³Title 5 Section 55213

contact, including how students will be able to ask questions, and how instructors will prompt for contact with students.

Instructional Methodology

This section has five parts. The first two, Assignments and Evaluation and Modes, are used to describe the work that students will do, and the methods that will be used to evaluate the students' mastery of course major learning outcomes. The third section, Articulation, asks about the impact of a distance education mode on any course-to-course articulation agreements. The fourth section, Distance Evaluation Integrity, asks about the steps the instructor will use to verify the integrity of any distance evaluation methods used. The final section, Textbook and Instructional Materials, is used to describe the materials students will use in the course.

Detailed instructions for completion of the Distance Education Addendum are included later in this chapter.

Creating a new Distance Education Course

Before preparing the Distance Education Addendum, the department must have a current course outline of record approved by the Curriculum Committee. The Committee may decline to review Distance Education Addenda for those courses whose outlines are more than six years old.

Use the guidance in the rest of this chapter to develop the Distance Education Addendum. Departments are strongly encouraged to submit addenda for technical review prior to submission to the Curriculum Committee for review and approval.

Faculty who are new to the Distance Education modality may find that they need to be part-way through development of the distance education version of the course before they can address some of the specific items in the Distance Education Addendum.

Please note that it is possible to have multiple Distance Education Addenda associated with a particular course. Multiple Distance Education Addenda would be necessary if there will be significant differences between different Distance Education sections of the same course. For example:

- Both telecourse and online sections of the same course
- One section that is fully online, and another that has several face-to-face meetings during the term

Departments are encouraged to consult with the Curriculum Committee Chair when considering how to implement Distance Education Addenda.

Revising a Distance Education Course

A department should submit a revision of a Distance Education Addendum any time the specifics noted in the Distance Education Addendum are to be changed. For example:

- A course that had been offered as a telecourse will now use the online mode instead
- A course that had used in-person midterms and final exams will now use online exams

Departments shall submit a Distance Education Revision form, along with a copy of a new Distance Education Addendum.

Deleting a Distance Education Course

If a department has decided that it will no longer offer a distance education version of a course, it should submit a Removal of Distance Education Course form. This removal will be an informational agenda item for the Curriculum Committee.

Details of the Distance Education Addendum

The Distance Education Addendum is City College's implementation of the Title 5 requirement for separate review and approval of courses that are to be offered in a distance education mode. Like Course Outlines of Record, the Distance Education Addendum has a specific format. Templates for this format are available at the Curriculum Committee website [<http://www.ccsf.edu/cc>]. This section gives specific guidance and instructions for preparers of Distance Education Addenda.

General Information

Date

Fill in the month and year that the addendum will be brought before the Curriculum Committee. For example:

A. Date	September 2007
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Department

Fill in the full name of the department. For example:

B. Department	Astronomy
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Course Identifier

Indicate the subject and course. For example:

C. Course Identifier	MATH 70
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Course Title

Indicate the catalog title of the course. For example:

D. Course Title	Introduction to Information Systems
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Preparer

Indicate the name of the Distance Education Addendum preparer. For example:

E. Preparer	K. Leung
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Department Chair

Name and signature of department chair. For example:

F. Department Chair	D. Kronish
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Dean

Name and signature of the appropriate school dean. For example:

G. Dean	R. Francis
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Distance Education Justification

Use this section to give brief (1-2 paragraph) description of how the content of this course is conducive to the proposed method of distance education. Be sure to speak directly to the course content, and how the course's major learning outcomes can be achieved and/or enhanced in a distance education mode. For example:

- Students will be required to make regular postings and replies to online discussion boards, which will help them develop their abilities to compare and contrast....
- This course will have a large body of online quizzes. This will allow the students to get timely feedback on their own progress.
- This course will have lecture content delivered via EATV and eight face-to-face meetings. Students will be able to replay lecture content as often as necessary, which will enhance the level of discussion at the face-to-face meetings.
- Key concepts can be immediately illustrated via links to websites addressing...

Do *not* use this section to discuss factors that are outside of the purview of the Curriculum Committee:

- We expect enrollment to increase by offering this course online.
- We hope to be able to reach students who live outside of the San Francisco Bay Area.
- Offering this course as an online course will allow us to reach working professionals and other students who would otherwise not take a face-to-face class.

Instructional Delivery

Use of Technology

One of the qualities of Distance Education courses is that students and instructors interact through the assistance of communication technology. In this section, indicate the technology that is being used for student-instructor contact.

Student-Instructor Contact

All Distance Education courses need to have regular effective contact between students and instructors:

[Title 5 Section 55211] Subsection (a) 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...It is important that districts document how regular effective contact is achieved.⁴

This section has three parts:

1. The means by which students can ask questions
2. The means the course instructor will use to verify student's participation
3. A section to indicate details on 1 and 2 above. When providing details, be sure to indicate the frequency of student-instructor contact. For example:
 - There will be eight face-to-face meetings through the semester.
 - The instructor will check email and discussion board postings at least three times per week for student questions.
 - The instructor will provide feedback after each of the ten assignments.

⁴California Community Colleges, Distance Education Guidelines, March 2004. Guideline for Section 55211

Instructional Methodology

This section is the most important section of the Distance Education Addendum. A distance education version of a course needs to have the same major learning outcomes and content as those specified in the course outline of record, but the nature of the distance education mode means that the instructional methodology must change.

Assignments

Use this section to indicate the assignments that students will perform during the course. For example:

- Reading assignments from online course materials
- Reflection postings to the online discussion boards on topics including...

Evaluation and Modes

Use this section to indicate how the student's mastery of the course major learning outcomes will be measured.

For each method of evaluation, be sure to indicate whether this evaluation is going to be performed remotely or in-person:

- "Remote" are those assignments, quizzes, or exams that are submitted through an online course management system, and take-home exams or papers.
- "In-person" are assessments that are performed in the presence of the course instructor or an agreed-upon third-party proctor.

In addition to the mode of evaluation, be sure to indicate sample topics for each evaluation method.

For example:

- 10 remote quizzes on topics such as: ...
- An in-person final exam on topics such as: ...
- A remote final paper on topics such as: ...

Articulation

There is some concern that developing online sections of courses that have articulation agreements may have a negative impact on those agreements. In this section, please indicate that the department has discussed this impact with the Articulation Officer (if applicable).

Distance Evaluation Integrity

There is some concern about the integrity of student participation in distance education courses where much or all of the instructor's evaluation of student performance is done remotely. In this section, write 1-2 paragraphs explaining how the integrity of any remote evaluations used in this course will be maintained.

For example:

- The in-person final examination will verify the student's knowledge of the topics covered in the remotely delivered quizzes.
- The take-home final paper will be compared with in-person writing samples provided at the beginning and throughout the term for consistency of writing style
- The final project in the course has information that is unique to the individual student.

Textbook and Instructional Materials

The textbook and other instructional materials for a distance education version of a course will likely be different than the materials indicated on the course outline of record. Use this section to indicate which materials will be used in the distance education course, such as:

- Textbooks
- Instructor-developed materials
- Online resources
- Laboratory and library resources

See pages 51-52 of the handbook for more examples on the types of items to include in this section.