

DE Committee Meeting November 17, 2014 Minutes

In attendance: Sean Abel, Mary Conroy, Phil Crawford, Charles Heimler, Padma Manian, Dorothy Pucay, Karen Pullen, Ann Soman

Minutes:

- **Approved SJCC - specific policy statements on Regular Effective Contact (see below, in yellow highlight)**
- **Adopted federal and state definitions of DE, Correspondence Education, and Course Quality as SJCC policies (see below)**
- **Approved to strongly recommend that online instructors* undergo training in online teaching (adopted *MSJC recommendations):**
 1. Receive a certificate of completion in online teaching from accredited institutions with Online Teaching Programs or @One Teaching Certification Program (approved by the California Community Colleges Academic Senate and the CCC Chancellor's Office); or
 2. Demonstrate prior successful experience in teaching distance education course(s) at SJCC or another similar institution; and
 3. Participate in one online professional development activity per academic year (at SJCC or @One Course Development)

*Instructors who have been teaching 5 years and older will be grandfathered in.
- **Assessed Student Evaluation Form for Online Classes used at EVC and strongly urged that the Student Evaluation Form for Online Classes be used at SJCC as soon as possible (see AFT 5167 contract).**

(*MSJC source: <https://my.msjc.edu/web/ol/DE%20Faculty%20Handbook%20posted.pdf>)

San Jose City College Distance Education Policies

As a part of the San Jose City College Distance Education Policies, the college shall adopt as its own:

Code of Federal Regulations [CFR], Title 34, Education §602.3

Distance Education (DE) means:

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

- (1) The internet;*
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) Audio conferencing; or*

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Correspondence Education (CE) Means:

- 1. Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.*
- 2. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.*
- 3. Correspondence courses are typically self-paced.*
- 4. Correspondence education is not distance education.*

Title 5 of the California Code of Regulations and the Distance Education Guidelines for the California Community Colleges (CCC)

55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education 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).

CCC Guideline for Section 55200

The Board of Governor's approval of distance education (DE) regulations for the California Community Colleges permits colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers. Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09). Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education 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 distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

*NOTE: Authority cited: Section 66700 and 70901, Education Code.
References: Sections 70901 and 70902, Education Code.*

CCC Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

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 distance education includes 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, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

CCC Guideline for Section 55204

Subdivision (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.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved.

San Jose City College Policy

All DE courses at San Jose City College, whether hybrid or fully online include regular effective contact as described below:

A. Instructor Contact: Each section of a DE course includes regular effective contact between instructor and students. All DE courses, whether hybrid or fully online include regular effective contact as described below:

Initiated interaction: Instructors regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in

the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

Frequency: The number of instructor contact hours per week that would be available for face to face students, are also available, in asynchronous and/or synchronous mode, with students in the DE format. Contact is distributed in a manner that ensures that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content.

B. Types of Contact: For DE courses, instructors select as appropriate from the following resources:

- Threaded discussion forums with appropriate instructor participation
- General email (archived)
- Weekly announcements in the Course Management System
- Timely feedback for student work
- Instructor prepared materials and/or any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face to face class in the particular discipline
- Instructors should also consider using other forms of communication, as mentioned in section 55211 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail or other activities”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included.
- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours.

C. Instructor absence: Frequency and timeliness of instructor initiated contact and instructor feedback are posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students is made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

Sources:

- Title 5 and the Distance Education Guidelines for the California Community Colleges (CCC), Distance Education Guidelines, Chancellor’s Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, www.cccco.edu
- (Ohlone) AP 4105 Distance Education- Administrative Procedures, Chapter 4 Academic Affairs
- Code of Federal Regulations, Title 34, Subtitle B, Chapter V, Education §602.3
- Standards and Procedures for the Approval of Web-Based Courses, Adopted Unanimously by the San Jose City College Academic Senate May 2, 2000