

**FEATHER RIVER COLLEGE
DISTANCE EDUCATION PLAN
2012-2014**

APPROVED BY COUNCIL ON INSTRUCTION, MAY 2012

Preface

This is the first formal Distance Education Plan for Feather River College. The plan is the result of several years of discussions and the circulation of drafts in the Council On Instruction, in consultation with the Distance Education Coordinator. Due to the newness of the document and the changing landscape of DE at FRC, we propose a two-year lifespan for this document so that an evaluative assessment may be made in the near future (2013-2014 academic year) to assess the plan's relevance and direction. The FRC DE plan will eventually become a four-year planning document. This document is designed to guide the accomplishment of a number of important goals recommended by the COI:

- Formalize the use of Moodle as FRC's preferred Course Management System
- Formalize DE training and course content for instructors
- Articulate what constitutes "regular and effective contact" between DE instructors and students
- Initiate the exploration of DE degrees & certificates by clarifying the expectations of faculty as to the percentage of their programs that should be delivered through DE technology.
- Establish and define the role that the DE Coordinator will play in the production of the Annual Program Review (APR) for the Office of Instruction

The first three of these goals are detailed in the current document and are expected to be accomplished over the next academic year, first as pilot projects and then as reflecting newly developed or revised policies and procedures. The fourth and fifth goals will be accomplished through on-going dialogue over the life of this document. This dialogue is expected to lead to specific curriculum, enrollment management, and scheduling goals that will be outlined in the next (four year) DE Plan. These last goals will be moved forward by bringing the discussions to the appropriate shared governance committees such as the COI, the Curriculum Committee, the Strategic Technology Committee, and the Strategic Enrollment Management Committee.

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Introduction

“Distance Education”(DE) refers to courses in which a significant portion of instruction is delivered through technology to students at remote locations. “Hybrid courses” are DE courses that include 50% or less of instruction delivered through DE technology. “Distance Education” is here reserved to address only those courses in which 51% of instruction or more is provided in the distance education mode.

FRC began offering Distance Education courses in Fall 2003 with an enrollment of 103. Enrollment in DE classes for the 2003-2004 year was 334. Only 2 students were enrolled in a course delivered via videoconferencing. The remaining students were enrolled in Internet-based courses (CCCCO Data Mart). Annual enrollment has risen steadily through 2009-2011. The 2010-2011 enrollment was 1,518 (FRC OOI Enrollment Reports). The vast majority of this enrollment is in Internet based courses.

FRC online courses are primarily delivered through the Learning Management System (LMS), Moodle. The hardware and networking support for the LMS is outsourced while the course setup, training, tutorials, and technical support are provided by the Director of Distance Education. Currently no programs are offered entirely online.

Courses selected for online delivery supplement existing plans of instruction by offering students greater scheduling flexibility, and reduce travel to campus for students at greater distance. The campus is geographically located in a sparsely populated mountain region and large rural county with scattered mountain communities. Winter weather frequently results in hazardous road conditions due to heavy snow and landslides. Roads are sometimes closed for several days. Students, faculty, and staff living at higher elevations are sometimes unable to drive to campus even when main highways are open. The ability to deliver course material via the Internet is an important way to keep instruction on schedule when weather and road conditions would otherwise limit the instructional process. This is one important role hybrid course delivery plays at FRC. Assignments can be distributed and collected, and instructor-student and student-student interactions can continue when roads are impassible.

Hybrid and DE courses also provide more scheduling flexibility which is particularly important for FRC where classroom space is limited and small enrollment makes offering multiple sections of required courses inefficient. The District also has few Associate Faculty to draw from given the region’s small population. DE provides an opportunity to hire Associate Faculty for instructional areas underserved by local Full Time and Associate Faculty.

Most traditional institutions of higher education find that the bulk of their DE delivery of courses is represented by hybrid courses. Hybrid courses supplement traditional classroom instruction. Given the unique situation of FRC, it should be no surprise that the majority of the online delivery of course material at FRC is in hybrid courses to regional students [data reference here for hybrid course enrollment and Moodle activity during snow days].

The college also offers correspondence courses through the Incarcerated Student Program (ISP). However, this document does not address the role of ISP at Feather River College for several reasons: (1) the ACCJC, the accrediting body for community colleges in our region, has recently reclassified correspondence courses as a separate type of instruction from Distance Education (see Appendix C:), (2) federal guidelines for determining institutional eligibility for federal aid programs no longer classify correspondence courses as distance education (see Addendum 2); (3) the ISP is managed by a

separate Director and staff than DE, and (4) the ISP has its own budget, review, hiring, scheduling, and planning process.

Current Support and Management of Distance Education

Feather River College has excellent facilities for delivering distance education via the Internet and video conferencing. The video conferencing equipment is high quality with versatile features that allow the instructor to switch views of the different locations, zoom in, zoom out, or pan left or right, using a wireless remote. Video conferencing facilitates instruction delivery to additional locations through the coordinated efforts of Plumas Community Unified School District and the CENIC information system for education. However, only a handful of students have been using the system.

The campus has a large capacity data-line to the Internet. The campus network has some bottlenecks that surface under heavy use. An increase in the campus network capacity is planned in conjunction with the new LRC building construction to accommodate the increasing use of the Internet including student use in LRC labs, and the expected increase of smart podium use for displaying materials in the classrooms. More instructors are incorporating online material into their campus classes and making this material available to students through the LMS. There are currently no provisions for the exchange of data between the online environment and campus information systems such as the registration database. Integration of the campus MIS system and the LMS has been put on hold until a major upgrade of the MIS (currently underway) is completed and tested. Integration has been estimated by our server vendor (not our campus SAS vendor) at around \$6,000. It may be possible that existing staff can accomplish basic integration with the two systems at minimal or no extra cost such as automating course enrollment in the LMS when students enroll in the main campus registration system.

The LMS system used by FRC is housed off campus and is based on the system known as Moodle. This system was initially contracted and managed through support from the Federal Title III grant as a pilot project to test the feasibility of the system. A review of available online support systems was conducted prior to launching the pilot. Moodle was chosen because of favorable reviews of its user friendliness and features, which matched or exceeded most user reviews of Blackboard and WebCT, the two largest commercial LMS available at that time. The Moodle software is freely distributed by an international cooperative of educational and computer experts. Blackboard and WebCT would cost an estimated \$60,000 a year in reoccurring license fees, plus the expense of purchasing and maintaining the computer systems to operate it. Plumas Unified School District began using Moodle two years ago, so incoming FRC students from PUSD are often familiar with the program. Since the launch of the Moodle pilot project, reviews and local user feedback about the use of Moodle has been consistently positive.

Although the Moodle software is free, it must operate on an Internet server. The college contracted the company called "ClassroomRevolution.com" to host and manage the Moodle web site. This company is a "Moodle Partner," a designation given by the non-profit Moodle organization to companies that prove knowledgeable in the hosting and maintenance of Moodle. The new server solution has provided ample speed and storage space, and is an expandable option. The current cost of this service is \$2,299.95 a year. This includes installation of Moodle updates and server technical support. Moodle is accessed an average of well over 3,000 times a day (based on daily Moodle access logs). This average includes weekends and holidays beginning the first day of class and ending the last day of finals week for each semester.

The growth in DE delivery of instruction at FRC indicates the need to provide clear guidelines and policies. The implementation of Distance Education at FRC should follow policy guidelines and best practices as identified by the California Community College Chancellor's Office, the accrediting commission, other institutions of higher learning with experience in distance education, and professionals in distance education and instructional design.

Best practices in Distance Education, CCCCCO and accreditation commission guidelines suggest addressing the following issues: (1) consistency of DE delivery with the mission of the college; (2) assurance of quality education through regular assessment of delivery effectiveness and the meeting of SLOs; (3) coordination of DE course scheduling with the curriculum; (4) establishment of instructor contractual policies and guidelines regarding load, compensation, and intellectual property rights; (5) availability of the appropriate resources including technical support; (6) provisions for providing equivalent student services to DE students whenever possible; and (7) governance and management procedures consistent with District policies and procedures and the shared governance process.

1.0 FRC Mission Statement and FRC DE Mission Statement

The Feather River College Mission Statement:

Feather River College provides high-quality, comprehensive student learning and education and workforce preparation in a small college environment. The College provides general education, Associate's Degrees, transfer programs, and life-long learning for a diverse student population. The College serves as a community, cultural, and economic leader encompassing all communities that lie within the District and embraces the opportunities afforded by its natural setting.

FRC Distance Education Mission Statement:

Feather River College Distance Education will enhance the course schedule and access to the college curriculum to help FRC students meet their educational goals. It will supplement courses taught in the face-to-face mode as well as offer courses taught entirely in the distance education mode. FRC DE will reflect the college Statement of Mission, FRC Institutional Code of Ethics, instructional standards and practices for ensuring quality, and reinforce campus values. FRC DE will enable the efficient use of college resources and facilities, and make every reasonable effort to ensure its instructional technology is accessible, reliable, and user friendly for both students and instructors.

2.0 Ensuring Quality Education

2.1 Review of Course Content When Delivered Through DE Technology

The CCC Chancellor's Office stipulates that "standards of course quality shall be applied to distance education as are applied to traditional classroom courses" (California Community Colleges Distance Education Guidelines, p. 5). In other words, equivalent Course Outline of Record (COR) development, review and approval process, course description, and Learning Outcomes should be applied to DE courses as face-to-face courses. A new course or existing course that significantly changes its mode of

delivery is to be “reviewed and approved by the local curriculum committees, prior to scheduling the course for student enrollment” (California Community Colleges Distance Education Guidelines, p. 7).

The quality of the distance education course “depends upon the full involvement of faculty in DE design and application” (California Community Colleges Distance Education Guidelines, p. 6). This involvement includes significant interaction with students, and active faculty participation in the COR approval, curriculum design and course specific content and structure .

Feather River College has developed and is implementing the use of an addendum to its COR as part of the review of courses proposed for delivery through distance education technology (see Appendix D). The Addendum was developed by the FRC Curriculum Committee through the committee’s standard cycle of approval for motions. The Director of Distance Education is consulted regarding the adequacy of the technology and course design.

This review process is a separate approval process within the Curriculum Committee. To be approved, the DE Addendum must show how the SLOs of the existing COR will be met using DE technology, and document the reasons for the proposed delivery of the course in the DE mode. It also documents the specific technology to be used to ensure “regular and effective contact between instructor and students,” the main criteria to maintain course quality as stipulated by the CCCCCO (California Community Colleges Distance Education Guidelines, p. 6). The DE Addendum is linked to the FRC DE Standards Checklist (see Appendix E) which serves as a guide for faculty, an aid in the evaluation of FRC DE courses, and as setting the agenda for the training of FRC DE instructors. Thus, the planning, approval, and evaluation of FRC DE courses are integrated with professional development training for FRC instructors.

2.2 Faculty Selection

The CCCCCO requires that “Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments” regarding their qualifications to teach the subject matter of the course (California Community Colleges Distance Education Guidelines, p. 8). In addition, the faculty member must have prior experience in teaching DE courses using the technology approved for the course, or must receive training in DE course design as well as use of the technology. This training requirement may be satisfied by successful completion of FRC professional development opportunities that prepare faculty to meet the standards of excellence detailed in the FRC DE Standards Checklist (see Addendum E), or equivalent training provided by another institution.

2.3 Class Size

The Chancellor’s guidelines recommend that the number of students assigned to a course’s section offered by distance education include a review by the curriculum committee.” (Chancellor’s Office Distance Education Guidelines, March 2004, 8). Traditionally, and by union contract, the Chief Instructional Officer has authority for setting the class size of most classes with the notable exception of English composition courses. Class maximums are usually set by a combination of the type of class, the size of the classroom, the pedagogy used, and through discussions in the Curriculum Committee and the Council On Instruction. Due to the specific nature of distance learning and the demands of “regular effective contact” the COI and Curriculum may recommend a maximum class size to be included in the DE Addendum for the proposed course.

2.4 Attendance and Student Authentication

The calculation of FTES for Internet based DE credit courses is based on the standard calculation formula for credit courses. “Distance Education (DE) offerings have been mainstreamed. To effectuate this change, section 58003.1 was revised, effective July, 2002, to reflect the ability of colleges to compute DE Full Time Equivalent Student (FTES) using the same attendance accounting procedures available to a classroom–based course/section (traditional delivery)” (Distance Education Guidelines 2008 Omnibus Edition, CCCCCO, p. 12).

The college is expected to demonstrate that DE courses provide approximately the same student-instructor contact hours as a classroom course through interactive media such as email, online discussion groups, chat rooms, or live webinars. Additional minimum course work of approximately two hours per week for each credit hour is expected such as study time, research, or writing papers (see Appendix C: Definitions from the Electronic Code of Federal Regulations). Verification of interaction and study time constitute evidence of attendance. According to ACCJC guidelines and guidelines for receiving financial aid, showing that a student simply logged into an online course area does not constitute evidence of attendance. There must be evidence of the student engaging in the educational process.

For financial aid purposes as well as general enrollment management it is important that DE instructors monitor and document student attendance especially through the census date. In addition, the last date of attendance may be important for determining financial aid or the amount of financial aid to be awarded. DE instructors should use methods of instruction that can be used to document the dates of student participation. The current LMS, Moodle, automatically tracks student login time and date for online activities as well as the content of the student activities and instructor feedback. These records should be archived offline after the course has been taught as part of the instructor’s course records. Besides ensuring the security of the records, the LMS may need to periodically delete records of previous courses to reduce the storage required for the LMS and to minimize charges from the vendor.

Under the Higher Education Opportunity Act of 2008, the college must provide some means of authenticating the identity of the student who is completing the course. This poses a challenge to Distance Education programs since the technology to ensure authentication is relatively new and potentially costly. Ideal solutions may include requiring proctored exams in which the student provides a photo ID, or live video feeds from the student’s location that include a view of the student’s surrounding workspace.

Currently the FRC LMS requires students to use an encrypted username and password to enter the course area and the student is encouraged to use an FRC email address. This is no guarantee that the student has not given someone else access to complete their work. Instructors routinely look for inconsistencies in submitted work that might indicate plagiarism or other violations of academic honesty but this is an unreliable measure by itself. Other measures currently taken by instructors to discourage violations of academic honesty during online assessments of student learning are the use of timed exams, frequent short assessments rather than a few longer assessments, unannounced assessments, and live chat responses. The encouragement of regular interaction between the student and instructor through the use of chat rooms, recorded audio and video by the student, and the use of live webcams can also help instructors verify student identity.

Additional measures that should be explored by FRC are administering assessments in the classroom for hybrid courses, arranging proctors in a high school or library at the student’s location, use of live

video feeds from the student's webcam during assessment, the use of "virtual proctoring" services that manage webcam based proctoring, or the deployment of video monitoring technology to DE students. Some vendors have developed relatively low cost video devices made specifically for authenticating students. Students are sent the device on a loan basis and required to return them at the end of the course.

FRC may be implementing technology that supports live "webinars" in conjunction with the construction of the new Learning Resource Center. Authentication options for DE should be reviewed when the purchase of this equipment and software is confirmed, and compared to other solutions such as virtual proctoring and the use of dedicated video proctoring devices. FRC should establish a process for arranging proctoring for online classes when the students in the course are within the region, and require instructors to administer major student assessments in the classroom for hybrid courses. The solution for authentication of DE students should be explored in conjunction with feedback from instructors and students regarding accessibility, cost, effectiveness, and convenience.

2.5 Course, Program, and Instructional Assessment

All distance education programs should employ methods of assessing the effectiveness of the courses and program as a whole. The assessment of the instructor should be as similar as possible to the assessment of face-to-face instructors and based on the same cycles of review. Instructors should be encouraged to regularly use assessments in which results are available only to them to serve as feedback for course and instruction improvement in consultation with the Director of Distance Education and/or faculty mentors. Assessment should include (1) feedback on the usability of the technology; (2) the student perceptions of the adequacy of interaction between the instructor and student; (3) the student's perception of learning, (4) the student's perception of the clarity of assignments and goals; (5) evidence of the attainment of SLOs; and (6) peer evaluation of the course structure, content, student-instructor interaction, and compliance with faculty handbook and Office of Instruction guidelines. The FRC Distance Education Standards Checklist will serve as a guide to the design and assessment of FRC online courses (see Appendix E). The Checklist includes reference to the FRC Syllabus Standards, guidelines specifically for the beginning portions of the DE course (critical for retention and success), and guidelines for Instructional Design, Communication and Interaction; and Outcomes, Course, and Instructor Assessment.

It is important that training of faculty in the preparation of online materials include guidelines for maintenance of 508 compliance. The college explicitly identifies a representative of the DSP&S program to be granted access to all LMS (Moodle) courses to review course content for compliance with Federal guidelines governing accessibility.

One part of maintaining 508 compliance involves following guidelines for procurement of electronic communication devices or software. Unlike regulations pertaining to DSP&S for accommodation to existing resources, these guidelines are to be applied in the procurement of any electronic communication devices or software for staff, faculty, and student use. While DSP&S responds to requests for accommodation, the procurement guidelines are pro-active. It is the responsibility of the college to demonstrate that the decision to purchase DE hardware or software has involved an informed consideration of its accessibility, and that the most compatible acquisition has been made given the requirements of learning and the budget of the college.

3.0 Coordination with the Curriculum

Since the content of DE courses are required to meet the same objectives and learning outcomes as face-to-face courses, DE courses will usually satisfy the same degree and transfer credits as face-to-face courses. Consequently, most curriculum design considerations will be essentially the same as for face-to-face courses, managed by the same faculty that manages other courses in the curriculum for the subject area. However, some courses may prove more difficult than others to offer in the DE mode, and may not be accepted for articulation by some programs. Lab courses in the sciences, for instance, may not articulate. Special attention should be given to lab courses to ensure that the learning objectives can be met in the DE mode, and that the courses will articulate with the same credit and meet the same course requirements as their face-to-face counterparts. As the accrediting commission for FRC recommends, “Students should be able to move easily from the distance education curriculum to other curricula of the college” (Distance Learning Manual, ACCJC/WASC, p. 4).

For advisement purposes, DE courses may be clustered in the catalog and advisement sheets to indicate how much of a program may be available for students to complete online. This may give the appearance that DE courses constitute a separate academic program of study. However, this should not be construed as such but rather as a convenient way to communicate alternative course availability for the same programs. Students should be aware that all DE courses are planned and evaluated according to standard practices and procedures, with minor differences in the methods of course and instructor assessment data collection given the modes of delivery. The requirements for degrees, certificates, or transfers remain the same for campus and DE students, and both on-campus and off-campus students should be permitted to take those courses.

4.0 Faculty Contractual and Other Legal Issues

The time, effort, and expertise it takes to create and deliver a DE course varies with the technology the availability of pre-existing instructional materials and design, and the technical support available to assist the instructor. Consequently, it is reasonable that the load a DE course constitutes for an instructor may vary accordingly. The initial preparation time of a distance education course can be significant and includes organizing materials suitable for the mode of delivery.

Instructors shall be compensated for extra work in course development for a new DE course absent satisfactory pre-existing course material that can be provided to the instructor, the course shall be counted as a higher load compared to the face-to-face instruction of the course, or the instructor shall be given a stipend for developing new DE course material.

If a distance education course is taught using substantial pre-existing material such as materials provided by a previous instructor or a book publisher, the course may be calculated at the normal load, or no extra stipend may be provided. For this reason, it is to the benefit of the college to ensure that the planning and preparation of material for a new DE course is substantial, and useable. The college should also procure permission from the instructor to make the material available to subsequent instructors (see section 4.1 below).

Teleconferenced courses may be calculated for a load above the normal load for the face-to-face delivery if substantial course material is developed specifically for that mode of delivery. Normally

teleconferenced courses do not require the development of a large amount of new materials compared to the face-to-face only mode.

4.1 Intellectual Property Rights

None of the guidelines below shall be construed as in any way countermanding or otherwise modifying existing or subsequent contractual agreements made between the faculty member and the district, stipulations of the faculty bargaining unit, or state or federal regulations or policies. Refer to the relevant collective bargaining agreements for actual compensation guidelines.

Faculty works of scholarship, lecture notes, and other instructional materials produced by a faculty member are normally considered the property of the faculty member and covered by federal copyright laws. Arguments that such work is “work for hire” and therefore the property of the college or university administration have been rejected legally, and by faculty bargaining units as potentially violating academic freedom. In addition, ownership by the administration may result in the administration being liable for its content (AAUP: Intellectual Property Legal Issues for Faculty and Faculty Unions (2005)).

Unless an FRC faculty member is explicitly compensated for the development of course material as part of their contractual arrangement with the college, or through a separate written purchase, lease, or co-ownership agreement, all original course materials and other intellectual property developed by the faculty member remains the exclusive intellectual property of the faculty member.

If the college wants to provide instructional material produced by a faculty member to subsequent faculty members, the faculty member who produced the materials must enter into a written agreement with the college that stipulates the terms of compensation and use of materials. These materials may then be provided to subsequent instructors by the college as provided by the agreement, and the availability of these materials considered to off-set the extra course preparation that such a course may otherwise require.

The existence of pre-existing course material should not automatically result in a lower load assignment for subsequent instructors. Subsequent instructors should be given access to the pre-existing course material for review prior to accepting the course assignment so the instructor can determine the usefulness of the material before accepting the assignment.

4.2 Copyright Issues Regarding Use of Material in a DE Course

Instructors should be aware that even though material is available through the Internet, legal restrictions may apply to its use. In most cases, the limited distribution of materials within a password protected course area does fall within acceptable use of materials for educational purposes. However, large sections of a copyrighted work should not be scanned and uploaded to a web site unless such permission is specifically granted by the copyright holder. Passages, samples, or a few images from copyrighted sources are typically permissible. When in doubt, the publisher or author/owner should be contacted and permission acquired in writing. These restrictions are less strict when the course area is password protected. Educational material made available without restricting access to the students in a course are more likely to violate copyright law.

Relatively new regulations regarding the “hacking” of copyrighted video material allow greater freedom in the use of digital video.

The new exemptions will allow professors in all fields and “film and media studies students” to hack encrypted DVD content and clip ‘short portions’ into documentary films and “non-commercial videos.” The agency has not defined short portions. This means that any professor, in any field, can legally extract movie clips and incorporate them into lectures, as long as they are willing to decrypt them. Programs known as ‘DVD rippers’ are available to handle decryption (Distance Education Disability Guidelines, by the Distance Education Accessibility Guidelines Task Force of the CCCCCO, 2011, p. 19).

The “hacked” clips from protected video services may be collected into one educational presentation so long as no individual clips constitute a significant portion of the original, and so long as the access to the clips is restricted by password to students of the class.

One particularly sensitive area of copyright protection is the use of test banks provided by textbook publishers. In many cases publishers have a large investment in protecting the integrity of these test banks. If they are used in the FRC online course area, care should be taken to follow the publisher’s copyright restrictions. Although it may be tempting to upload portions or entire test banks to assist students in course reviews, copyrighted test banks should never be uploaded as separate files available to students.

Unless specifically restricted, it is usually not a copyright violation to link to external web sites to provide convenient student access to these sites for educational purposes, especially from a password protected area. Copyright restrictions apply primarily to the downloading of materials from other web sites and their reuse, the use of large segments provided on CDs or DVDs, their distribution in their entirety online, or the scanning of documents or images from copyrighted print sources without permission.

5.0 Faculty Support

The technology made available for distance education should be reliable, user friendly, and reasonably up to date. IT planning should include computing hardware and software updates for distance education on a schedule of 3-5 years, depending on the particular technology in question. The reliability of technology for distance education is critical and should be a top priority when considering purchasing and support options.

Instructors also need access to technical assistance and training. Ideally, technical support would be available 24 hours a day, 7 days a week. However, providing live 24/7 support may not be practical. During times when live support is not available, help files and self-contained tutorials should be available for the most common questions and problems.

The FRC Distance Education Training should be available every semester and additional technical support provided as needed . The training should enable instructors to develop and teach online courses that meet the standards described in the FRC DE Standards Checklist (see Appendix E).

For a Feather River College instructor to be assigned a hybrid or fully distance education course, one of the following conditions must be met:

1. The instructor has provided evidence that they have previously taught an online course that reflected standards for online instruction as described in the FRC Distance Education Standards Checklist.
2. The instructor has successfully completed the FRC Distance Education Training.
3. The instructor has completed training in distance education that is comparable to the FRC Distance Education Training sequence (comparability to be determined by the CIO in consultation with the FRC Distance Education Coordinator).

. Instructors should have some training or prior experience in DE prior to teaching a DE course. Technical support rather than complete instructional material, should be available for assisting instructors in the development of course material. Training should assist faculty in producing instructional material suitable for DE modes of delivery. Knowledge of the technology used to deliver the course does not sufficiently prepare an instructor in the pedagogical questions, issues, techniques and best practices associated with DE. Preparations of course material, the design of the course, and knowledge of instructional techniques to maintain student involvement are critical to the success of a course.

6.0 Student Support

Students should be made aware of the challenges of distance education. All syllabi for distance education courses should clearly identify the technical hardware, software, and skills necessary for success in the course. Students must be reminded that success in an online course takes self-discipline and basic familiarity with the technology. They should also be made aware of support services available.

Distance education technology must comply with Federal guidelines for access by the physically challenged.

Training and help should be available to students during regular business hours. In the absence of live help, students should have help and training available at specific times throughout the semester, and access to “Help” files, Frequently Asked Questions, and self-paced tutorials.

Student services should be available to distance education students, including financial aid, orientation, registration, counseling, and tutoring (Distance Learning Manual, ACCJC/WASC, p. 5). These services may be made available through the distance education mode of delivery, and should approximate the quality of the services provided to on-campus students.

7.0 DE Management and Representation

The delivery, technical support, training, program assessment, and coordination of DE activities with student services should be managed by the Director or Coordinator of Distance Education. The DE Director/Coordinator should provide regular reports and program reviews to the CIO and to appropriate campus committees regarding the instructional quality, support needs, enrollment, student retention, and student success.

The DE Director/Coordinator should serve on the Curriculum Committee to provide advice and guidance regarding the DE course addendum that is required when a course is reviewed for DE delivery. This addendum requires documentation about how the course SLOs can be met using the available distance education technology identified by the instructor. The DE Director should provide feedback to the committee about the adequacy of this plan of delivery and the means of the college to provide the technology mentioned.

The DE Director/Coordinator should serve on the Strategic Technology Committee to provide advice about the acquisition of technology related to DE, including advice about 508 compliance when purchasing decisions are considered.

7.1 Program Development

Currently there is no FRC DE curriculum specific to DE delivery, no separate budget allocation for DE except for a 25% DE coordinator's position, nor are there counseling/advisement guidelines to direct students to an educational plan incorporating DE courses. Limited scheduling and budget precludes ensuring that students can complete degrees or satisfy transfer requirements based on DE courses. Currently FRC DE delivery serves to supplement the availability and convenience of the curriculum in general rather than constituting a "program."

The selection and scheduling of DE courses to ensure course availability for existing programs would be a major step to improve the use of DE courses for furthering the educational goals of FRC students. It would also move the college closer to establishing an educational plan for a completely DE delivered degree. Conversations around developing online degree offerings should continue, though there are some important factors that should be considered. Increasing the number of courses offered in the DE mode for a given program could change the campus climate surrounding that degree as fewer instructors and students within that program would be on campus, potentially impacting the face-to-face support and sense of involvement in the program. This could mean FRC would become less of a geographically defined "community" college, potentially distracting from the college's involvement in the communities of Plumas County. It would also mean that students in a program may be dispersed across the United States or even the world, making it more difficult to promote student-student identification as "majors." However, given the declining number of potential students in the region, increased institutional costs, and State and Federal budget reductions, the DE program may serve as a viable method of increasing enrollment while controlling costs.

To make sure that any emerging DE "program" remains consistent with the mission and vision of the college, the scheduling, planning, and development of DE courses should involve broad discussions among the various campus constituencies at key stages of development. These stages of development may include the following:

1. Scheduling of DE courses with f2f course offerings to enhance the convenience and flexibility in the completion of degrees, certificates, and transfer options;
2. Clustering of courses into DE and f2f for identified educational plans that include a percent of courses regularly offered in the DE mode;
3. The scheduling of courses in the DE mode that would allow a student to complete a degree, certificate, or transfer option entirely online.

Discussion among faculty and other members of the campus community should take place prior to the implementation of each of these stages. The emergence of DE plans or degrees should be planned and

agreed upon rather than become a *de facto* option so that resources and services can be properly coordinated, and to guarantee that the decisions reflect the college mission.

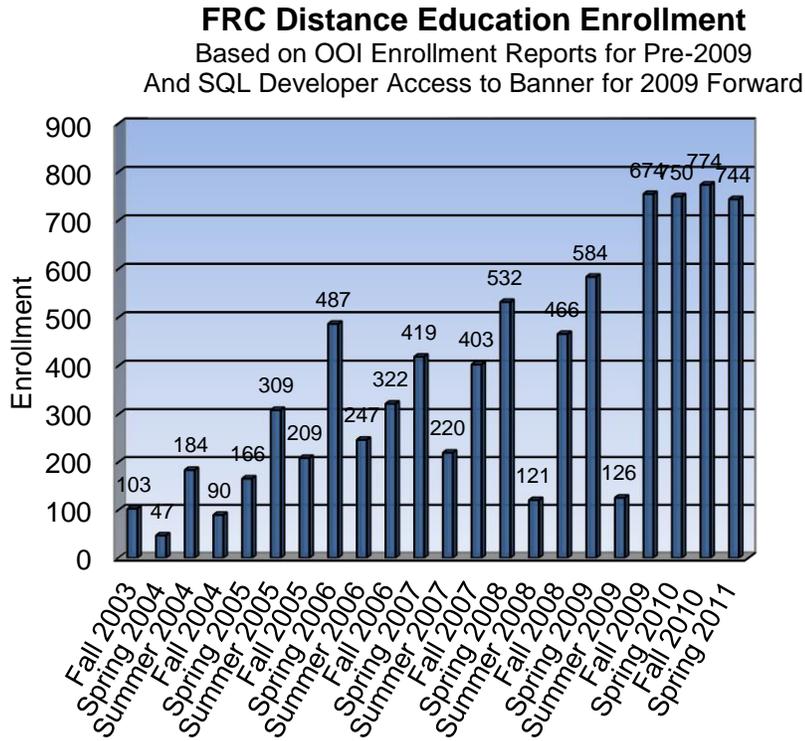
The first step is for Division Chairs, Department Chairs, CIO, and class scheduler to review the degree and transfer requirements satisfied by courses taught in the DE mode as part of the course selection and scheduling process (see Appendix B). What courses offered in the DE mode could best assist students in their educational goals? How can DE courses leverage the resources of the college in terms of facilities use, instructor availability, and scheduling of courses? How might the increase of DE courses in a specific area impact the student's and faculty's sense of involvement with the college and the program? Would these changes in scheduling and course selection positively impact the college's strategic plan? How would student services need to be altered in their delivery mode to accommodate the increase in DE students? These are all questions that need to be answered in a proposal to move to greater planning of DE course scheduling and advising. The issues should be reviewed and discussed by the academic programs involved, the COI, the Strategic Enrollment Committee, the Strategic Planning Committee, and approved by the Faculty Senate.

Technology support for DE involves decisions regarding the procurement of the technology and provisions for user support. Decisions regarding developments require the procurement and deploying of technology should follow from decisions based on academic program and college-wide goals. In other words, care should be taken to base expansion of DE on discussion of its relationship to the college mission, DE mission, and strategic planning of academic and student services resources.

Automated course capturing has become increasingly common. Many colleges and universities are using internal systems or publically available systems such as iTunes University and youtube.com to distribute class lectures in which audio, computer screen, and sometimes video are collected and automatically uploaded to the Internet. These systems are being used for both classroom and DE use. If such systems are considered for use at FRC, their use should be discussed in the context of the potential expansion of DE rather than just the ad hoc addition of additional means of distributing course materials. The complete capturing of all lectures and their availability online would not by itself meet course design and instructional practices requirements for a DE course. The course would still need to demonstrate how online students would be engaged in regular and effective interaction with the instructor.

Most capturing technology today incorporates the ability to link these materials to course captioning services. Some grants are available to support captioning, but without financial support captioning of all captured course lectures is likely to be prohibitively expensive at this time. Completely automated captioning is not of sufficient quality at this time so the process is still labor intensive. To meet 508 accessibility guidelines, the systems used to capture courses should accommodate captioning services when those services can be contracted, and provisions for accommodating individuals in these classes should be addressed in cooperation with the DSP&S office. It is important that any acquisition of hardware or software for course capturing document that their accessibility and ability to be made course materials more accessible in the future has been property taken into account prior to acquisition.

Appendix A: FRC Distance Education Enrollment



Appendix B: DE Courses and Requirements They Satisfy

Course No	Course_Name	CSU_B	IGETC	FRC_AA	UC_B
ADMJ102	Intro to Admin of Justice	D8		D	
ADMJ114	Juvenile Justice			D	
ADMJ116	Vice, Narcotics and Organized Crime				
ADMJ120	Introduction to Corrections				
ADMJ203	Intro. to Multiculturalism			D	
ADMJ206	Current Issues in ADMJ Justice				
ANTH100	Cultural Anthropology	D1	4A	D	UC-B
ANTH120	Physical Anthropology	B2	5B	B1,D	UC-S
AOM002	Keyboarding I				
AOM004	Keyboarding II				
AOM014	Ten-Key				
AOM030	Audio Transcribing and Terminology: Legal				
AOM118	Medical Terminology with DE Addendum				
AOM120	Health Insurance-Professional Billing Online				
AOM180	Professional Office Procedures				
AOM182	Medical Office Procedures				
AOM184	MS Office for the Professional-Basic Word & Excel			B3	
AOM185	MS Office for the Professional- Basic PowerPoint, Access & Publisher			B3	
AOM186	MS Office for the Professional—Advanced Word & Excel			B3	
AOM187	MS Office for the Professional—Advanced PowerPoint, Access, and Publisher			B3	
AOM190	Word Processing: Microsoft Word in Depth				
ART100	Art Appreciation	C1	3A	C	UC-H
ART174	World Art Since 1500			C	
BIOL102	Cell and Molecular Biology	B2,B3	5B	B1	UC-S (w/Lab)
BIOL110	Human Anatomy	B2,B3		B1	UC-S (w/Lab)
BIOL112	Human Physiology			B1	UC-S (w/Lab)
BUS100	Introduction to Business				
BUS113	Law Office Procedure				
BUS117	Insurance Codes & Ethics				
BUS120	English for the Professional				
ECE088	Improving Quality in ECE Programs				
ECE153	Child, Family and Community	D9		D	
ENGL101	Composition and Reading I	A2	1A	A1	UC-E
ENGL102	Introduction to Literature	A3		A2	UC-E
ENGL303	Reading & Writing				
FACS170	Intro. To Nutrition	E			
HES100	Principles of Healthy Living				
HES160	Psychology of Coaching				
HES194	Principles of Physical Ed				
HIST102	Western Civilization--Early	D6	3B	D	UC-H
HIST108	The US to 1877	C2,D6	3B,4F	D,E	UC-B,UC-H
HUMN101	Music Appreciation	C1	3A	C	UC-H
MATH016	Elementary Algebra				
MATH018	Intermediate Algebra			B2	
MATH303	Pre-Algebra I				
MATH304	Pre-Algebra II				
NURS110	Dosage Calcs for HP's				
NURS212	Intermediate Medical Surgical Nursing				
NURS214	Intermediate Medical Surgical Nursing Lab				
NURS232	Obstetrical Nursing				
NURS234	Obstetrical Nursing Laboratory I				
PHIL100	Introduction to Philosophy	C2	3B	C	UC-H
PHIL103	Comparative Religions	C2	3B	C	UC-H
POL101	Amer Gov & Politics [name change]	D8	4H	D,E	UC-B
PSYC102	Introductory Psychology	D9,E	4I	D	UC-B
SOC100	Sex, Gender & Society	D4		D	UC-B
SOC102	Introduction to Sociology	D0	4J	D	UC-B
SOC150	Social Trends and Problems	D0		D	UC-B

Appendix C: Definitions from the Electronic Code of Federal Regulations

(3) A correspondence course is not **distance education**.

Direct assessment program: A program as described in 34 CFR 668.10.

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.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Appendix D: Title 5 Course Outline of Record Distance Learning Addendum

(see the following inserted pages)

FEATHER RIVER COLLEGE

TITLE 5 COURSE OUTLINE OF RECORD

DISTANCE LEARNING ADDENDUM

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the Curriculum Committee prior to being offered (Education Code §55378). Furthermore, each different mode of delivery for a course requires a different Addendum to be submitted to the Curriculum Committee.

Course Subject and Number

Effective Term

Course Title

1. Mode of Distance Learning Content Delivery

Check all that apply.

<u>Mode</u>	<u>Percentage of Course Hours</u> (may vary)
<input type="checkbox"/> Face-to-Face	_____
<input type="checkbox"/> Online via Course Management System (e.g Moodle)	_____
<input type="checkbox"/> Online Other (Specify: _____)	_____
<input type="checkbox"/> Teleconference (synchronous)	_____
<input type="checkbox"/> TV/Video (asynchronous)	_____
<input type="checkbox"/> Postal/Correspondence	_____
<input type="checkbox"/> Other (explain)	_____

2. Need/Justification

How would offering this course in this DE manner enhance the college's curriculum offerings?

3. Instructor-Student Contact

Title 5, section 55376 states that each section of a course that is delivered through distance education will include "regular effective contact" between instructor and students. Select the different types of regular Instructor-Student contacts planned per semester.

<input type="checkbox"/> Email	<input type="checkbox"/> Orientation sessions
<input type="checkbox"/> Announcement forum/bulletin board	<input type="checkbox"/> Telephone sessions
<input type="checkbox"/> Group sessions (face-to-face)	<input type="checkbox"/> Voice-mail
<input type="checkbox"/> Frequently Asked Questions	<input type="checkbox"/> Chat room
<input type="checkbox"/> Discussion Boards/Forum	<input type="checkbox"/> Individual Face-to-Face Meetings
<input type="checkbox"/> Teleconferencing	<input type="checkbox"/> Correspondence by postal mail
<input type="checkbox"/> Office hours	<input type="checkbox"/> Detailed assignment feedback
<input type="checkbox"/> Field Trips	<input type="checkbox"/> Other (explain)
<input type="checkbox"/> Cell phone texting	

4. **Content**
Title 5 55207. Course Quality Standards, states that “The same standards of course quality shall be applied to DE as are applied to traditional classroom courses.” Explain how traditional instructional materials will be adapted to this mode of delivery? How will the methods of presentation be used to fulfill the online instructional time? For hybrid courses indicate which methods will be delivered online vs. in the classroom. [Describe or include examples of how the DE course will maintain the same level of instructional quality that would be expected in a face-to-face class.]

5. **Assessment**
How will Student Learning Outcomes be assessed through this DE mode?

6. **Technical Issues**
What equipment and staff are necessary to support the course for students and instructors?

What are the contingency plans if access to the delivery system is interrupted?

7. **Accommodating Students with Disabilities**

What efforts have been made to accommodate students with disabilities?

Have accommodations for students with disabilities been reviewed for available alternatives?

8. **Additional Resources**

*Are additional resources such as site licenses or clerical support needed or anticipated?
(For example, will the class require extra assistance or work by Student Services?)*

YES NO

Instructor submitting request (Signature) _____ **Date** _____

(Printed Name) _____

Department/Discipline Director _____ **Date** _____

(Printed Name) _____

Division Chair _____ **Date** _____

(Printed Name) _____

Dean of Instruction _____ **Date** _____

(Printed Name) _____

Curriculum Faculty Representative _____ **Date** _____

(only one signature required)

(Printed Name) _____

Curriculum Committee Chair _____ **Date** _____

(Printed Name) _____

Please attach this form to the *Course Outline of Record* and submit to the *Curriculum Committee* for approval.

Appendix E: FRC Distance Education Standards Checklist

(see the following inserted pages)

FRC Distance Education Standards Checklist

I. Syllabus and Introduction: This information should be prominently posted and/or distributed by the beginning of the course, typically displayed in the top area of the course home page. The document/s should be in PDF format.

___ **Syllabus:** The syllabus provides the information recommended in the Feather River College Syllabus Standards relevant for hybrid or online courses.

___ **Participation:** The syllabus explains that online “participation” is defined as online student interaction in which the student submits a response to material or an activity, not just entrance to the online course area or read-only access to material.

___ **First Two Weeks Participation is Required and Verified:** A prominent notice is posted indicating that the student must participate in the class by the end of the second week and demonstrate student readiness or the instructor may drop the student.

___ **Special Software and/or Hardware:** Students are advised about any special software or hardware requirements for the course.

___ **Challenges for Online Students:** Students are advised about the special challenges of online courses such as time management and scheduling uninterrupted study time

___ **Course Structure Overview:** The general structure and pacing of the course requirements is explained. It is recommended that weeks or course sections follow a regular pattern such as readings or research, a quiz, a forum response, and a short individual essay. Estimate the time that typical assignments will take for the average student.

___ **Technical Support:** Students should be directed to online help files and/or tutorials, and provided contact information for technical support for Moodle and email problems. For courses using a publisher-supplied website, provide the publisher technical support information as well as FRC technical support information.

II. Instructional Design

___ The course uses the college’s LMS as a central point of contact.

___ Spelling and grammar are correct

___ Course material is clearly organized into sequenced steps and/or topics

___ Pacing of assignments is consistent and appropriate

___ Accessibility for the vision and hearing impaired has been accommodated when reasonably possible

___ Instructional materials are carefully prepared and effectively presented

___ Instructional resources effectively address different learning styles

___ Instructions for assignments are clear

___ Criteria used for the assignment of assignments are clear, e.g., the use of grading rubrics

III. Communication and Interaction

- ___ Regular and effective means of interactive communication with the students are employed through some combination of forums, feedback on assignments, email, chat, virtual office hours)
- ___ Grading and other feedback are timely
- ___ Communication with students shows sensitivity to diversity and varied learning needs
- ___ Student-Student communication is fostered
- ___ Student-Student communication is managed effectively

IV. Outcomes, Course, and Instructor Assessment

- ___ Student Learning Outcomes as described in the Course Outline of Record are assessed
- ___ Student satisfaction with the learning materials and course design is assessed
- ___ Student satisfaction with the instructor and instructor feedback is assessed

Appendix F: Authorization to Access Online Courses

Certain members of the FRC community, by virtue of responsibility and duties, are granted access to online course areas (fully Distance Education or Hybrid courses) for review, evaluation, and/or technical support. This document identifies those FRC community members.

Faculty

- Members of Tenure or other Performance Evaluation teams assigned to perform course observations

Staff

- System Administrators and Technical Support
- Distance Education Coordinator
- DSP&S representative

Administrators

- The CIO
- The President

Other Positions

- Official external agency or organization members such as visiting ACCJC team members