

ENSURING THE APPROPRIATE USE OF EDUCATIONAL TECHNOLOGY: AN UPDATE FOR LOCAL ACADEMIC SENATES

ADOPTED SPRING 2008

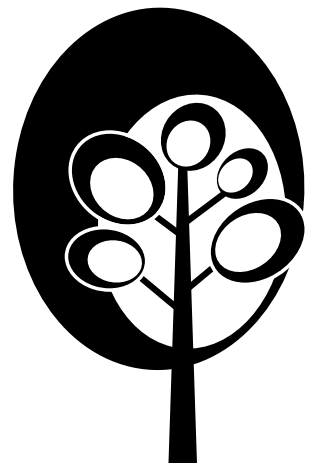
2007-2008 TECHNOLOGY PAPER AD HOC COMMITTEE

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ABSTRACT

THIS POSITION PAPER OF THE ACADEMIC Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and implementation matters important to local academic senates. In particular it includes current information regarding separate curriculum review and instructor-student contact. In general, this paper summarizes and updates three earlier ASCCC papers on technology in education. It suggests a variety of effective practices in educational technology and considers appropriate college governance structures that will facilitate planning. A suitable structure will result in decisions that are based on the educational needs of the student rather than the technological convenience of the college. Many of the effective practices require related professional development activities. Recommendations to local academic senates are included.

INTRODUCTION

THE ACADEMIC SENATES OF THE CALIFORNIA community colleges—both statewide and local—have played a vital role in the introduction and successful implementation of educational technology in the past fifteen years. By engaging both state level policies and local implementation processes, faculty have worked to ensure that students receive the maximum educational benefit of educational technology in a wide variety of ways.

The purpose of this position paper is to update portions of the Academic Senate for California Community Colleges' three early papers on the successful integration of technology, curriculum, and teaching, namely *Curriculum Committee Review of Distance Learning Courses and Sections* (1995), *Guidelines for Good Practice: Technology Mediated Instruction* (1997) and *Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning* (1999).

Much has changed in the way California community colleges have used educational technology during the last fifteen years. In the early 1990s, only transferable credit courses could be offered by distance education, and personal contact between instructor and students was required; most distance education was delivered by television or video (often referred to as “telecourses”); and all distance education courses were classified in Title 5 Regulations as independent study. Today, noncredit and nontransferable distance education courses are permitted, regulations require “regular, effective instructor-student contact,” and the Internet is widely used to deliver content and to facilitate contact in both completely online classes and hybrid classes. Distance education in Title 5 has been reclassified by removing it from an independent study subchapter and placing it with regular programs and courses. Parallel changes in regulations concerning the apportionment funding mechanisms for distance education are as yet unresolved, with possible further changes in Title 5 anticipated in Fall 2008.

Rather than update the original Academic Senate documents which contain much overlapping, chronological material, this paper will frame the subject matter from the point of view of a local academic senate overseeing the design and approval of curriculum and programs that employ technology. It will include information on recently amended Title 5 Regulations, ongoing improvements in instructional practices, and the mandated provision of appropriate support services for faculty and students. What policies and structures does a college need in order to provide the best possible experience for the student using technology inside or outside the classroom? And how can the local academic senate help to ensure this successful experience?

There remain four other Academic Senate papers in the technology area which are not part of this update. They should still be consulted as appropriate.

Academic Freedom, Privacy, Copyright and Fair Use in a Technological World (1999) and *Technology in Education: A Summary of Practical Policy and Workload Language* (2000) examine the theory, and then the practical policy or contract language that should ensure academic freedom in a digital environment. *Guidelines on Minimum Standards for College Technology* (2000) looks at broad functional standards, and *The Impact of Technology on Student Access and Success in the California Community Colleges* (2003) explores data and solutions relating to the “digital divide.”

SUMMARY OF MATERIAL IN OTHER PAPERS

Academic Freedom, Privacy, Copyright and Fair Use in a Technological World (1999)

This paper examines the implications of the increasing and changing use of technology for the traditional understanding of academic freedom, expectations of privacy, and copyright/fair use in an educational environment. It discusses the use of email for student communication and the safeguards that should be built into college/district computer use policies. As does the American Association of University Professors, it fundamentally advocates that, at least in theory, privacy and academic freedom issues should be treated as they historically have been in the traditional print environment. It approaches the material from a policy perspective and concludes with a philosophical approach to intellectual property that seems to presage the current open source movement.

Technology in Education: A Summary of Practical Policy and Workload Language (2000)

This paper takes the concepts described in the Fall 1999 paper (described above) and suggests how they can be implemented through the appropriate use of policy and contract language. It does this primarily by providing a large collection of sample language—both good and bad—that highlights the many different solutions employed by colleges. The decision as to what belongs in policy and what belongs in a collective bargaining contract (or both) is left to the individual college to determine. Three sections consider general instructional policy, intellectual property and compensation, and faculty workload.

Guidelines on Minimum Standards for College Technology (2000)

This paper describes minimum standards for technology, such as faculty offices, college websites, online course support, and campus classrooms, at a time when many colleges were struggling to provide adequate infrastructure to support changes in educational technology. It describes both policy and resource standards in terms of function and therefore many of the suggestions are still relevant despite changes in software and hardware.

The Impact of Technology on Student Access and Success in the California Community Colleges (2003)

This paper examines the much discussed digital divide in terms of student success in the California community colleges. It links the conversation to system data on various indicators of success and completion.

This 2008 paper then, will update the Academic Senate's three earlier papers by examining technology issues in four areas important to local academic senates:

Philosophy: a broad faculty vision for the appropriate and successful use of technology in the California community colleges;

Regulatory Framework: an update of Title 5 language and system guidelines regarding technology, distance education and curriculum, plus some other external influences;

College Structure: an examination of the college-level policy, procedure, committee, and student and faculty support structures needed to implement the successful use of technology and the role of the local academic senate in that endeavor;

Professional Matters: a review of related faculty-level issues such as appropriate qualifications, training, support, teaching techniques, workload and compensation.

TECHNOLOGY AND A PHILOSOPHY OF EDUCATION

IN THE 1998 ACADEMIC SENATE PAPER *The Future of the Community College: A Faculty Perspective*, a broad vision for California community college education was articulated (p.5):

Community colleges should offer the sort of instruction that is maximally productive of humane values and which contributes toward students becoming informed, compassionate and productive members of their communities.

Technology in all its shapes and forms should be used to enhance and accomplish that fundamental vision—not to supplant it with a different reality, or worse, a poor substitute. Technology should promote both student access (by solving problems of location or scheduling) and student success (by offering enhanced or alternative learning opportunities and experiences).

The innovative use of technology offers an opportunity to simultaneously encourage progress for the majority of students while at the same time concentrating on the variety of individual and specific difficulties encountered by smaller groups of students. Just as one lecture style is not effective for every student, one mode of technology is not universally effective. The goal of educational technology should be to make a variety of options available for different students with different needs and different learning styles. Local academic senates have the responsibility to ensure that curriculum and instructional processes guarantee this exemplary role for the use of technology at their institution.

The California Community Colleges Chancellor's Office *Distance Education Guidelines, 2/e* highlight the concept of the “virtual equivalent” and assert that courses using technology are expected to meet the same standards as courses using other instructional delivery modes. The Accrediting Commission for Community and Junior Colleges puts it this way in their *Distance Learning Manual* (p.4):

Academic standards for all [distance learning] courses and programs should be the same as for all other educational experiences delivered by the institution. Students should be able to move easily from the distance education curriculum to other curricula of the college.

At the college level, the best use of educational technology should be an integral part of all educational planning discussions, beginning with the creation of the institutional mission statement, and proceeding to educational and facilities master planning. Technology planning should not be a separate afterthought, nor should distance education be isolated from other college structures that deal with technology and curriculum. The local academic senate should be a fundamental partner in these conversations, encouraging an exploration of the contribution that technology can make to excellence in instruction and the ongoing processes required to successfully implement this vision. Documentation of appropriate planning, curriculum and review processes for the educational use of technology will then prove useful in responding to accrediting bodies or to inquiries from our transfer partners regarding articulation and the integrity of distance education offerings.

REGULATORY FRAMEWORK

THIS SECTION LOOKS AT A SELECTION of “external” influences on the educational use of technology. In the California Community College System, this use has been largely governed by a variety of Title 5 Regulations and Chancellor’s Office guidelines, primarily in the area of curriculum approval, with a focus on the instructor-student contact necessary to provide students with the high quality instructional experience envisioned above. In addition, federal guidelines and regional accrediting standards apply.

TITLE 5 REGULATIONS

Major regulation changes occurred in 1994 when a system-wide trial period for distance education was initiated and in 2002 when distance education was “mainstreamed” with traditional classroom instruction. Minor changes were made in 1998 and in 2007. Language concerning curriculum and academic standards remained consistent throughout that period, with the 2007 change confirming the long-standing Academic Senate position that separate curriculum review is necessary any time that face-to-face contact between instructor and student is systematically replaced with instruction at a distance. The following table provides a cross reference for the relevant Title 5 sections complete with current, 2007, numbers and corresponding 2002 and 1994 numbers for use when consulting older material such as original editions of Academic Senate papers. For the complete language of these Title 5 sections, see Appendix A.

Title 5 Language on Distance Education				
Section Name	Current Title 5 Section (As of 8/07)	Prior Title 5 Section (As of 6/02)	Language of particular interest for local senate conversations, with commentary on June 2002 and June 2007 changes. Note that §§55200 - 55208 now include language regarding “any portion of instruction”—see below.	Original Title 5 Section (As of 1994)
Definitions and Application	55200	55205	1994 All distance education is independent study. 2002 Independent study language removed 2007 Renumbered—language retained	55370
Course Quality Standards Combined w/ next section in June 07	55202	55207	1994 The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses. 2002 Renumbered—language retained 2007 Combined with 55209	55372
Course Quality Determinations	55202	55209	1994 Determinations and judgments about the quality of distance education shall be made with the full involvement of the faculty. 2002 Renumbered—language retained 2007 Combined with 55207	55374

Instructor Contact	55204	55211	<p>1994 All approved courses offered as distance education shall include regular effective contact between instructor and students.</p> <p>This section also states explicitly that:</p> <p>Regular effective contact is an academic and professional matter pursuant to Title 5 §53200.</p> <p>2002 Renumbered—language retained</p> <p>2007 Renumbered—language retained</p>	55376
Separate Course Approval	55206	55213	<p>1994 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.</p> <p>2002 Renumbered—language retained</p> <p>2007 Clarified that 51% trigger in 55210 does not apply here.</p> <p>“Any portion of instruction” through distance education is the criterion—see paragraphs below.</p>	55378
Faculty Selection Combined w/ next section in June 07	55208	55215	<p>1994 Instructors of sections delivered by distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications.</p> <p>2002 Renumbered—language retained</p> <p>2007 Combined with 55217</p>	55380
Number of Students	55208	55217	<p>1994 Procedures used for determining the number of students assigned to a course section offered by distance education may include a review by the Curriculum Committee.</p> <p>2002 Renumbered—language retained</p> <p>2007 Combined with 55215</p>	55352
Ongoing Responsibilities of Districts	55210	55219	<p>1994 Language mandating annual reporting requirements for districts—based on 51% trigger (see below).</p> <p>2002 Renumbered—language retained</p> <p>2007 Renumbered—language retained</p>	55317

The most significant change that took place in the 2007 revision was to clarify a long-standing source of confusion. For certain reporting requirements in the Chancellor's Office Management Information System (MIS) database, a distance education course is defined as one where "the student and instructor are separated by distance, and the course content is delivered using technology for at least 51 percent or more of the time." This definition, however, is **not** used to determine when quality standards such as regular effective contact apply or when a course needs separate curriculum review including an analysis of effective instructor-student contact. In order to ensure that this was universally understood, Title 5 was modified to reflect the need to separately review all courses which are designed to replace classroom instruction with distance education, regardless of the percentage of time involved. Title 5 §55206 now explicitly states:

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

Local curriculum committees should ensure that their process is in compliance with this clarification. In addition they should note that, as with previous changes, there is no "grandparenting" language. Routine curriculum review should previously have ensured that all existing legacy "telecourses" complied with the effective contact provisions of 1994 and future reviews should ensure that currently existing hybrid courses undergo a separate review to comply with this 2007 change.

CHANCELLOR'S OFFICE GUIDELINES

In addition to the actual regulations, the Chancellor's Office issues guidelines that describe how laws, regulations, and policies will be interpreted. They commonly provide specific examples. The Chancellor's Office also maintains a comprehensive glossary of technology terms. The latest edition of the *Distance Education Guidelines* is due to be released in 2008¹. The 2004 guidelines focus on approval and delivery of distance education, the unique rules for generation of apportionment by distance education, and accessibility issues. The guidelines provide useful reference material to local senates discussing the following four major areas:

- ▶ Course approval: the guidelines cover course quality standards, separate approval requirements, and responsibility of districts;
- ▶ Course delivery: the guidelines cover definitions, application, course quality, instructor-to-student contact, faculty selection and workload;
- ▶ Apportionment: the guidelines cover eligibility for funding, calculation of funding factors, issues relating to funding various types or formats of courses to include credit, noncredit, tutoring, independent study, work experience;
- ▶ Accessibility: the guidelines cover the requirements that ensure student accessibility and success.

¹ In August 2008, revised Guidelines became available at: <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>. (Retrieved August 29, 2008) In August 2008, revised Guidelines became available at: <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>. (Retrieved August 29, 2008)

The bulk of the 2004 document consists of a paraphrase of each regulation section and additional material to illustrate and clarify finer points. For example, the 2004 guideline for effective instructor-student contact explains Title 5 §55024 as follows:

Section 55204, which requires regular instructor contact, is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

This section defines what contact must be maintained between instructor and student: 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.

Subsection (b) honors 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 will need to define “effective contact,” including how often, and in what manner instructor-student interaction is achieved. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the Guideline to Section 55219, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

SCHEDULING AND APPORTIONMENT

The 2004 *Distance Education Guidelines* also clarify the variety of ways that colleges can calculate and receive apportionment for distance education courses. Prior to the June 2002 regulation changes, apportionment for distance education could only be calculated using the apportionment methods for independent study. It is currently possible to use any one of four calculation methods (below) that are permitted for classroom courses, but care needs to be taken with the nuances of scheduling. Care is particularly necessary for courses with lab hours because of the disparity between credit units and contact hours. It is anticipated that further Title 5 changes to apportionment calculations may be made in 2008 (See Appendix C for the Title 5 changes that were approved by the Board of Governors in May 2008). Currently the 2004 guideline for section 58003.1 states, in part:

DE courses have been mainstreamed. To effectuate this change, Section 58003.1 was revised to reflect the ability for colleges to compute DE Full-time Equivalent Student (FTES) using the same attendance accounting procedures available to a classroom-based course (traditional delivery). Additionally, Section 55370, which previously stated, “all distance education is independent study” was deleted. Section 58056 was also revised to exempt DE courses from the “immediate supervision and control” requirements prescribed by that section. Additional discussion relative to “immediate supervision and control” is provided in a separate Guideline for Section 58056.

The revision to section 58003.1 makes it even clearer that DE courses can apply any attendance procedure that they are eligible to use based on the specific criteria applicable to each procedure.

In spite of the changes noted above, please be aware that other essential requirements and criteria applicable to the various attendance accounting procedures continue to apply. For example, Title 5 sections 58003.1(b) and (c) relative to counting the student contact hours of active enrollment in the census-based attendance procedures have not been amended--and as indicated above, speak of “regularly scheduled” days and hours. Also, Title 5 section 58023 requires that the class (contact) hour unit for classes be not less than 50 consecutive minutes. Title 5 sections 58000 and 58030 also continue to require detailed tabulations of all course enrollment and attendance and appropriate support records. The Actual Hours of Attendance procedure (Positive Attendance) provided by Title 5 section 58003.1(d) can be used if the course is irregularly scheduled and all applicable requirements are met. If the DE course cannot meet all of the criteria for the attendance procedures outlined in section 58003(b), (c) or (d), the course must be accounted for as an independent study course (i.e., number of units). A complete explanation of these and other essential attendance accounting and reporting requirements are provided in the *Student Attendance Accounting Manual* (Chapters 1 and 3.)

Credit DE courses can calculate FTES in one of **four** ways:

1. Weekly Student Contact Hour Procedure (Weekly Census)
2. Daily Student Contact Hours Procedure (Daily Census)
3. Actual Hours of Attendance Procedure (Positive Attendance)
4. Independent Study Procedure

Colleges can select from four possible apportionment calculations that depend, in part, on how the class is scheduled. In scheduling distance education classes, colleges should ensure that student learning considerations take top priority rather than exclusively budget concerns. The majority of colleges probably have used the procedure identified as independent study in the 2004 *Guidelines*. This use pattern may change in the future as apportionment regulations continue to evolve. Noncredit distance education classes are addressed separately in Title 5 §58003.1 (e) and (f).

ACCREDITATION

Distance education is addressed in accreditation publications at both the regional and the national level. In 2006, the U.S. Department of Education produced the interesting *Evidence of Quality in Distance Education Programs Drawn from Interviews with the Accreditation Community* (<http://www.itcnetwork.org/Accreditation-EvidenceofQualityinDEPrograms.pdf>) from a series of interviews with 12 organizations in the accrediting community. It provides both effective practices and “red flags” (warning signs) in the following six areas:

- › Mission (p.3)
- › Curriculum and Instruction (p.5)
- › Faculty Support (p.8)

- Student and Academic Services (p.10)
- Planning for Sustainability and Growth (p.11)
- Evaluation and Assessment (p.13).

The “red flag” approach might well provide a useful model for local processes to provide early warning of areas that require attention. Here is a sample red flag from each of the six areas of the Department of Education document:

Program documents, faculty, or staff identify target populations for distance education offerings that are significantly different from the populations the institution has served in the past, such as international students.

The curriculum plan indicates that a large number of students are expected to enroll in each section of an online course. This could compromise the effectiveness of interaction between the students and faculty unless additional provision is made to accommodate large numbers.

Faculty are given primary responsibility for resolving technical issues for students or are required to produce their own courses (upload materials, find or design graphics, etc). This may indicate that the support structure for distance education is lacking.

An institution that offers full programs by distance education, with no onsite components, requires students to come to campus for some student services.

Interviews with faculty and staff reveal that growth in enrollments exceeds the institution’s capacity to provide appropriate academic and student support services.

Students coming out of distance education courses that are prerequisites are not doing well in follow-up courses.

In California, the regional body that accredits community colleges, the Accrediting Commission for Community and Junior Colleges, has adopted a policy on distance learning, including electronically-mediated learning and a substantive change policy that may require separate review of distance education programs. Guidance for visiting teams is published in their August 2006 Distance Learning Manual and includes implementation guidelines specific to distance education (p.11):

Each electronically delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree or certificate awarded.

A degree or certificate program delivered partially or entirely through electronic means is coherent and complete and results in learning outcomes comparable to those delivered through other means.

Specific needs of students for whom electronically delivered courses are intended, are identified and addressed.

Thus, in planning and implementing a distance education program, colleges must honor the broad concept that appears in all these external requirements, namely, the equivalence of academic content and integrity, plus student services, that are provided to distance and non-distance students. In addition they must comply with the large range of more detailed requirements. This necessitates an appropriate college structure for ongoing oversight.

COLLEGE STRUCTURE

THIS SECTION EXAMINES THE SUCCESSFUL IMPLEMENTATION of educational technology at the level of the college and its committee structure. Both initial and ongoing implementation of technology at a college requires a suitable structure where discussions are an integral part of college planning and governance, and not a separate add-on silo. The starting point is the mission statement of the college, where the use of technology should feature in the initial creation and subsequent review of the college's vision. As the ACCJC states in its *Distance Learning Manual* (p.4):

The institution should examine closely its motivation for doing distance education since the driving forces behind this effort are many.

Distance learning should remain consistent with and central to the stated mission of the institution.

These discussions should be revisited as part of the regular accreditation self-study cycle.

They should also naturally lead to significant discussions in the periodic educational and facilities master planning process, and integration with the college's cycle of program review, planning and budgeting. This may lead to other periodic discussions of technology in additional venues such as board policies and collective bargaining contracts. The college should then have a technology plan that is driven by these wider discussions—not created in isolation. Since the purpose of this approach is to produce a lasting and effective impact on educational programs, the local academic senate should be heavily involved in all of these conversations as part of their collegial consultation on educational program development as a governance issue.

Beyond these periodic long-term discussions of technology, there should be a collection of routine operational activities that ensure the effective use of technology for the delivery and enhancement of instruction—both on and off campus. These will usually fall into either curriculum or technical areas and might be discussed in standing committees. Committee structures, names and functions will vary depending on the local governance structure. Best practices for specific topics are discussed later, but functional tasks that have a strong impact on education, and that might be considered by separate committees, are listed here:

- ▶ To approve new courses and programs consistent with Title 5 and to conduct the required separate review and identification of regular effective instructor-student contact;
- ▶ To plan and coordinate the college's distance education offerings;
- ▶ To plan suitable provision of software and hardware for classrooms and distance education;
- ▶ To plan suitable provision of software and hardware for faculty, staff and administrators;
- ▶ To plan use of the college website to enhance instruction (perhaps plus other roles);
- ▶ To plan suitable provision of network services, email, Internet access and support for faculty, staff and students; and to train Information Technology (IT) staff themselves;

- To ensure faculty and staff are properly trained and qualified in the use of appropriate technology resources;
- To plan and implement opportunities for students to be informed of the skills and abilities necessary to be successful distance learners.

Thought must be given to how best to create a governance structure that encourages coordination of these different functions—particularly the relationship with areas that overlap traditional administrative functions. This structure must put educational needs in the “driver’s seat” and provide for appropriate collegial consultation with the academic senate. Colleges may find that they need some sort of umbrella technology committee to coordinate the various aspects of educational technology and determine which issues are resolved in which other venues.

In addition to the use of technology for instructional purposes, technology is used in a variety of student services. Technology should be used to provide services to online students, and to enhance those same services for on-campus students, in areas such as counseling, orientation, assessment, registration, financial aid, library, tutoring, testing, college website, online catalog and schedule, to name but a few.

The tasks in the first bullet above are clearly the purview of the Curriculum Committee. Let us examine the leading role of the Curriculum Committee and how it might interact with other committees considering the remaining tasks.

A CURRICULUM COMMITTEE

The Curriculum Committee is required at every college, and ensures the quality of curriculum by providing a venue for the review of course outlines, programs, and distance education offerings. As noted above, colleges must have a process by which courses to be offered via distance education, whether new or existing, undergo a separate review focusing on features unique to the use of technology. This review must verify adherence to the course outline of record and regular effective instructor-student contact. In addition, the separate review should address provision of student support services, such as technical support, access to library resources, and accommodations for students with disabilities.

Title 5 Regulations for distance education courses have always highlighted the concept of effective instructor-student contact—in some ways a higher standard than traditional classroom-based sections. The purpose is to ensure equivalent student success regardless of the delivery method. The regulations require that the Curriculum Committee complete a separate review and approval when “any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student” (Title 5 §55206). The Chancellor’s Office *Distance Education Guidelines* suggest creation of a policy that addresses the type and frequency of regular effective contact. It is the responsibility of the Curriculum Committee to determine if the proposed instructor-student contact is adequate.

The Academic Senate has recommended that this separate review and approval is perhaps best accomplished using a separate form (commonly referred to as a “distance education addendum”) for documentation purposes, but not necessarily incorporated into the official course outline of record. This emphasizes the concept of one common course outline with multiple delivery modes and highlights that distance education

does not alter the course, merely how it is delivered. As articulation with external entities is based on the course outline of record, it is useful to not complicate the elements of the course outline with local review processes related to delivery mode. Some colleges, however, have chosen to incorporate their separate review documentation directly in the course outline of record.

The Academic Senate's 1999 *Effective Instructor-Student Contact in Distance Learning* paper suggested that rather than approaching separate review as an obstacle, it should be considered as an opportunity to demonstrate what interactions will be used in the course and why they will be effective. Open-ended questions, such as the following, are more likely to accomplish this than check boxes. Such questions can also gather information about accessibility, technical support for both faculty and staff and ensure that student evaluation techniques take the proposed contact into account.

Describe the nature and frequency of instructor-student interactions, taking into account the proposed class size:

- ▶ Provide examples of both synchronous and asynchronous components of the course taught using distance education technology. List the criteria that will be used to substantiate student learning, and describe the methods of evaluating student achievement;
- ▶ Describe the number and frequency of different types of instructor-student interaction for students making satisfactory progress, including instructor initiated contacts;
- ▶ Describe the nature and methods of instructor-student communications designed to intervene when students are at-risk of dropping the course due to poor participation or low test performance;
- ▶ Explain the reason for any difference between the online class size and other sections.

For each type of interaction listed above, describe why you believe the contact will be effective:

- ▶ Describe how the interactions will facilitate and affect student learning and how students will benefit from the distance education modalities selected.
- ▶ *Describe how the course design will accommodate students with disabilities:*
- ▶ Describe the availability of appropriate devices such as screen readers and the design of web or e-mail material to ensure access;
- ▶ Describe the availability of support services for students with disabilities.

Describe the availability of adequate technology and support to carry out the course design:

- ▶ Describe the adequacy of available technology to carry out effective distance education courses;
- ▶ Describe the adequacy of support personnel to maintain hardware, software, media resources and to ensure uninterrupted access to the delivery system;
- ▶ Describe the availability of technical support for faculty and students.

Describe the support services that ensure student success:

- Describe how students will access services such as tutoring, counseling, financial aid, etc.;
- Describe how students will have access to course materials, library materials, learning resource materials, etc.

Describe the use of assignments and methods of student evaluation to ensure effective instructor-student contact:

- Describe an ongoing series of small interactions to ensure participation, such as regular e-mail or phone contact;
- Describe an ongoing series of evaluations that ensure verification of student learning and permit timely instructor intervention.

Describe the impact, if any, of this delivery mode on the student learning outcomes for this course.

Notice that some of these questions address services best provided by the college or district rather than by the individual faculty course developer or department.

Notice also, that while not mandated, it is specifically authorized by Title 5 §55208 that the Curriculum Committee may consider the issue of class size in distance education sections. This number is often set by either administration or by collective bargaining without sufficient consideration of the distance education learning environment. Class size clearly has a significant impact on the likely success of student-instructor interactions, as suggested in one of the Department of Education red flags mentioned previously. And research has consistently shown the relationship of class size to success in distance learning². It is important for local academic senates and the Curriculum Committee to lead this conversation.

INTERACTIONS WITH THE TASKS OF OTHER COMMITTEES

(Sample generic committee names are used in the following descriptions.)

Answers to Curriculum Committee questions might well produce data or further questions for committees charged with some of the other functional tasks listed above. For example, the course needs assessment should interact with a Distance Education Committee's planning and analysis of the overall need and reason for online course offerings at the college. And any move to online degrees should occur after a Curriculum Committee discussion of the college's degree and certificate needs rather than simply as a natural expansion of scope by a Distance Education Committee.

² For further information, see for example:

Boettcher, Judith. August 1998. "How Many Students are Just Right in a Web Course" in *Syllabus*.

Boettcher, Judith. April 1999. "Cyber Course Size: Pedagogy and Politics" in *Syllabus*.

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Similarly, responses to the accessibility questions should interact with wider college planning in the learning disability area, and other requirements for accessibility such as the college website. In 1999 the Chancellor's Office published *Access Guidelines for Students with Disabilities*. The Academic Senate's Spring 2003 paper *The Impact of Computer Technology on Student Access and Success in the California Community Colleges* discusses both the narrow legal requirements and the wider social equity issues of the digital divide.

An Instructional Technology Committee should discuss the provision of on-campus computers for students and for off-campus access to college services such as course management software. Many of these specific needs are discussed in the Academic Senate's Spring 2000 paper *Guidelines on Minimum Standards for College Technology*. This committee (or perhaps a separate Administrative Computing Committee) should be responding to the technology needs of faculty teaching the classes and the need for technical support for both students and faculty.

A Staff Development Committee should cooperate with a Distance Education Committee to identify faculty who meet state mandated minimum qualifications in a discipline but do not necessarily have the appropriate range of pedagogical and technological skills to deliver their discipline expertise in a distance environment. The college can then provide appropriate resources and professional development opportunities.

All of this activity will lead to budget requests and work with the college budget and planning committee. In multi-college districts there is often an additional conversation regarding services such as Internet access that may be provided on a district-wide basis. It is particularly important to ensure that college educational and curriculum needs drive this agenda rather than a district policy, office of technology, or technology committee dictating what is possible in instruction. The Academic Senate's Spring 2000 paper *Technology in Education: A Summary of Practical Policy and Workload Language* put it like this:

Local academic senates should support the right of individual faculty members to select the technological materials most appropriate for their course. In the case of technology this would include the choice of the best software. This is analogous to a faculty member's selection of appropriate textbooks. Moreover, the broader decisions such as choice of computer platform and other hardware must be made using a process where academic instructional reasons take priority. (p.10)

This is most immediately applicable to software used by individual faculty to create course content, whereas the choice of institution-wide course management software should be made with significant academic senate advice rather than as an individual selection.

STUDENT SERVICES

Clearly recognized in both accreditation guidelines and previous Academic Senate papers is the need to provide a full range of student services for distance education students, in addition to satisfying their obvious instructional needs. The March 2007 *Basic Skills as a Foundation for Student Success in California*

Community Colleges identified integrated, comprehensive services as vital to student success in the basic skills areas. This is no less true but perhaps even harder to achieve in the distance education arena. Colleges need to determine how to provide student access to the following services:

- Registration including access to catalog and class schedule information;
- Matriculation components including orientation, assessment, placement and counseling;
- Bookstore;
- Library services;
- Financial aid;
- Supplemental services including tutoring, testing and specialized services such as EOPS (Extended Opportunity programs and Services) and Disabled Student Programs where appropriate.

Notice that the regulations governing delivery of instruction differ from those governing student services or supplemental instruction. A good example of this is that tutoring must be done in a synchronous environment, whereas course content delivery may be synchronous or asynchronous.

EFFECTIVE PRACTICES FOR SUPPORT OF FACULTY AND STUDENTS IN COURSES USING TECHNOLOGY

The result of the coordinated college discussion and planning described above should be an environment that systematically provides the institutional support that faculty and students need to succeed in their use of technology. Some effective practices are described here:

- Orientation for online students should be available—possibly online, however, face-to-face orientation is also helpful;
- Students should be notified of locations on campus where they can use technology for research and access to other online resources;
- There should be adequate Help desk support for students and faculty—ideally 24/7, but when limited hours are necessary, email that is promptly returned will suffice;
- Help desk contact information should be posted prominently in multiple locations, including course syllabi and appropriate websites;
- Instructional design support should be available for course development;
- Technical assistance should be readily available for faculty who wish to develop courses or maintain websites;
- Ongoing faculty training opportunities for pedagogy, course management systems and development software should be available;
- Institutional technology standards should include adequate technical staff, scalable infrastructure, and email for students and faculty;
- Faculty should have access to current computer technology and high speed Internet access;
- Development software should be available to faculty who are able to create media content for courses.

OUTSOURCING

If the technology planning process determines that internal technology cannot create and maintain a reliable, effective and secure environment, then the college should also have a deliberate discussion of the degree to which various activities should be outsourced through the use of technology, and the resulting balance of cost considerations versus educational impact. For example, many colleges outsource the hosting of their course management system to the vendor, or locate critical servers off-site, paying a fee to ensure 24/7 monitoring and uninterrupted delivery of services. Others have used facilities provided by Chancellor's Office technology projects or have created their own in-house, often open-source, solutions. Sustainability of both technology and affordability is a serious consideration in this area. Outsourced solutions may or may not result in long-term cost savings or better service to faculty and students.

Use of some other technology tools should provoke more general college discussions. For example, web-based anti-plagiarism tools raise issues of student rights and academic integrity for all courses—not just technology based ones. The Academic Senate's Spring 2007 paper *Promoting and Sustaining an Institutional Climate of Academic Integrity* focuses on this topic. Some publishers provide tutorial support located in other parts of the country or the world. And a mechanism to outsource grading resulted in the following Academic Senate resolution (13.05) at the Fall 2006 Plenary Session:

Whereas, The privacy of grading and assessment is the sole responsibility of the instructor of record;

Resolved, That the Academic Senate for California Community Colleges oppose outsourcing of grading and assessment to anyone but the instructor of record.

Outsourcing also raises much broader philosophical concerns regarding the commercialization of higher education and the unbundling of the faculty role. A summary of concerns in this area and additional resources can be found in the September 2005 Academic Senate *Rostrum* (p.15) or in the June 2004 single topic issue of *American Academic*.

EVALUATION

Considerable thought needs to be given to not only the evaluation of faculty teaching at a distance, but to an assessment of distance education programs and their support environment, as well as where (and how) that occurs in the institution. In addition, a balance needs to be struck between the concept that evaluation of distance education programs should not use a standard different from other programs, while at the same time acknowledging that the Title 5 Regulation requirement for effective instructor-student contact does not, in fact, exist for other programs. The Title 5 and ACCJC quality standards may provide useful guidelines for evaluating courses and instructors. Obviously, specific components of distance education courses need to be evaluated by knowledgeable evaluators and with different tools from those used in a classroom delivery situation.

Various components of distance education already discussed in this paper should be separately evaluated using the following processes or college structures:

- ▶ The distance education program (if there is a coordinated program) should be evaluated by the normal college program review process;
- ▶ The individual course should be evaluated by the normal discipline department mechanism but perhaps, in addition, by a distance education committee;
- ▶ The software and online delivery infrastructure should be evaluated by all users, especially faculty and students;
- ▶ The evaluation of students by the instructor should be accomplished as described in the course outline of record and the separate course review described above;
- ▶ The instructor should be evaluated by students and peers using an observation/evaluation tool that is appropriate to distance education, uses language consistent with online instructional methodology and evaluation methods, and does not include evaluation of course software;
- ▶ The timelines for evaluation of online courses must be established and be considerate of the difference between observing a face-to-face class and a distance education course.

See the Professional Matters section below for additional discussion of effective practices for peer evaluation at the level of the individual instructor.

PROFESSIONAL MATTERS

THIS SECTION EXAMINES THE IMPLICATIONS AND effects of technology at the level of the individual faculty member. Effective professional development in technology suffers from the same difficulties as other professional development in our system: it is under-valued and under-funded. The state mandated minimum qualifications structure for faculty means that faculty are hired based largely on their discipline qualifications. Coursework in technology is not an automatic part of discipline preparation, but neither are many other useful skills—most notably the ability to teach basic skills students. Because such “teaching” skills must usually be obtained through professional development, this is particularly challenging in the case of part-time instructors. A similar challenge exists regarding acquisition of appropriate technology skills by faculty and is complicated by many questions of a collective bargaining nature.

WORKLOAD ISSUES

There are many questions that are probably ultimately resolved in a collective bargaining contract as a workload issue, but where wider consultation with the academic senate or college community would be useful. The answers significantly affect both the educational experience of students and other functions of the college, such as departmental activities and governance. Just as class size has a significant effect on the quality and success of the mandated effective instructor-student contact, so can the teaching load of the faculty member. The academic senate should be involved in such conversations to ensure that distance education classes are only treated differently from on-campus classes if there is good educational justification. In addition, reduced on-campus availability of faculty who teach distance education sections impacts their ability to participate in traditional collegial meetings and set the decision-making climate of their institution. Many of these questions have no easy answer. Here is a selection of such questions that might be considered by local academic senates.

- Is the load assigned to a course different for faculty teaching distance education sections and regular classroom sections?
- Is the maximum semester load different for faculty teaching distance education sections and regular classroom sections?
- Are the class size and load restrictions in summer and intersession different from fall and spring?
- Are instructors required to teach a certain portion of their load on campus?
- Can an instructor be required to teach a distance education class as part of their regular load?
- Are distance education classes used for overload treated differently from regular classes?
- Are class size limits different for distance education sections and regular sections?
- Are the corresponding office hour requirements different?
- Are faculty compensated for the development of distance education materials?
- Do faculty receive royalties when their distance education materials are used whether by themselves or by other instructors?
- Do faculty have to provide technical assistance to students in their course?
- Do faculty receive reimbursement and/or compensation for additional technical training required to teach using technology?

PROFESSIONAL DEVELOPMENT AND EFFECTIVE PRACTICES

An effective professional development program at the college should address the needs identified throughout this paper so that the faculty member has the tools and the skills necessary to provide the best possible educational experience for the student. It should provide examples of effective practices in areas such as development of distance education courses, delivery of content material, and effective instructor-student contact. Here are some examples in each of several areas:

Effective Practices for Course Development and Delivery of Course Content

Courses delivered via distance education should not merely be an online presentation of an instructor's classroom-based lecture or a series of Power Points that are used in the classroom. In developing materials for use in an online environment the instructor needs to consider the varied learning styles of his/her students, issues of accessibility, and how to make the online environment engaging.

- Course content should be made available in discrete “chunks” that permit the student to easily complete a meaningful course element in a limited time and allow for the student to readily return to the middle of a section of content;
- The nature of students and how they work should be incorporated into the content structure and course design;
- Repetition, interactivity, and opportunities for self-assessment should be provided;
- All course components should be developed with accessibility in mind.

The often-cited seven principles should always be kept in mind (Chickering & Gamson, 1987):

- Encourage faculty to student interaction;
- Encourage student to student interaction;
- Promote active learning;
- Communicate high expectations;
- Facilitate time on task;
- Provide rich, rapid feedback;
- Respect diverse learning.

Effective Practices for Instructor-Student Contact and Interactivity

The visible personality and preferences of the instructor in a course is one of the major factors in predicting retention in online courses³. Regular effective contact is not a simple matter, but involves a wide variety of elements that reflect the instructor's participation in the course content development and implementation.

- Ensure that the schedule description and course syllabus clearly establish whether the course is fully online or whether on-campus activities are expected;

³ Reisetter, Marcy, et al. 2004. “What Works: Student Perceptions of Effective Elements on Online Learning” in *Quarterly Review of Distance Education*.

- › Ensure that instructor–student contact includes regular announcements about what is expected of students, including assignments due, upcoming tests, comments on recent activities in the course, and email;
- › Ensure that regular contact also includes regularly added, faculty-created course content. Instructor presence can be established both one-on-one and through global course changes;
- › Strive to maintain a regular presence in the course by responding to discussion forums and answering questions regularly;
- › In the first weeks of a course, make an extra effort to maintain an active, daily presence;
- › Use forum functionality to create asynchronous discussions regarding course content that encourage critical thinking; participation in discussions should be part of the evaluation methodology;
- › Create a discussion forum for general questions regarding the course but do not rely on this alone to assist students;
- › Address students by name when responding to discussion postings and emails;
- › Change subject lines of instructor discussion board responses to match the content of the response, which helps students to find information that is of interest to them;
- › Provide activities that incorporate a wide variety of instructional methodologies to address multiple learning styles.

Effective Practices for Technology-Mediated Office Hours

While some instructors may opt to hold on-campus office hours, providing technology-mediated office hours is an option available to all instructors. CCC Confer (www.cccconfer.org) provides all California community college faculty with a phone and/or Internet-based means of communicating synchronously with students. Scheduling such office hours can be a challenge, but the benefits may be worth it.

- › Through the use of CCCConfer and other such technologies, online office hours can be held and archived—allowing for even those students who are not able to attend to benefit;
- › In the instance of well-attended online office hours, instructors need to maximize the capabilities of the system employed so as to effectively manage the class;
- › Online office hours may be more useful to students, if they are offered outside of the normal business day. Allowing for instructors to conduct office hours from home is a practical solution to meeting the needs of the diverse community of online students;
- › Online office hours may also be useful to face-to-face students and face-to-face office hours may be useful for online students. Giving all students both schedules when an instructor teaches the two modalities is a plus;
- › In course announcements, mentioning the benefits of recent office hour sessions helps to encourage more students to participate;
- › Responding to email can be considered as asynchronous office hours, but synchronous opportunities for student/instructor interaction provide important access to the instructor.

Effective Practices for Use of Course Management Systems and Publisher Materials

Decisions regarding course management systems and publisher materials happen in various places. In general, a college will want a single course management system. The academic senate should lead the discussion of desired features that results in the selection of this system. The way that publisher materials are incorporated into courses could involve both college conversations and department or individual faculty member decisions. Some specific recommendations include:

- ▶ The collective faculty, through the academic senate, should be the primary decision maker in determining the course management system employed;
- ▶ The following characteristics should be considered when selecting a course management system that has the functionality needed for effective course delivery:
 - ▶ Intuitive design and functionality for both instructor and student
 - ▶ Accessibility for disabled students
 - ▶ Easy to use course content areas with ability to import material
 - ▶ Easy to use and organize discussion forum functions
 - ▶ Robust assessment environment
 - ▶ Adequate grade-book function
 - ▶ Ability to produce a wide variety of course statistics (e.g., student tracking)
- ▶ Individual faculty members or departments should determine what publisher materials are adopted;
- ▶ Publisher materials are most effectively used when they are added as needed to instructor prepared content.

Some faculty members or departments choose to use individual web pages in place of, or in addition to, integrated course management systems. Use of websites should be governed by a computer use policy that includes strong protection of academic freedom. Other standards for websites are included in the Academic Senate's Spring 2000 *Guidelines on Minimum Standards for College Technology*. Particularly important are:

- ▶ The college should maintain a website with adequate server space for individual faculty, department/division and local academic senate web pages;
- ▶ Faculty should have direct upload access to the appropriate server area;
- ▶ Design and technical support should be available to faculty.

Effective Practices for Student Conduct and Integrity/Security

Student integrity is often raised in conversations about distance education courses. In general this should be a much broader college discussion that avoids casting aspersions on distance education courses and

students and is proactive in creating an institutional climate of integrity as suggested in the Academic Senate's Spring 2007 paper *Promoting and Sustaining an Institutional Climate of Academic Integrity*. Some specific recommendations include:

- › Integrate technology and distance programs into all college discussions and policies relating to the creation of a climate of academic integrity;
- › Use anti-plagiarism technology only after a college-wide discussion of appropriate institutional implementation and support;
- › Incorporate elements into course design that serve to prevent cheating.

Elements that can be incorporated to prevent cheating include:

- › Randomized questions, so that each student has a unique assessment experience;
- › Timed testing, to minimize/prevent accessing additional resources when not permitted—subject to accommodations for disabilities as required;
- › Regular written assignments that allow for routine verification of student identity based on consistency of style and skill;
- › Revision of assignments from term to term.

Effective Practices for Hiring, Training, and Supporting Faculty New to Distance Education

As mentioned above, state mandated minimum qualifications for faculty hiring are based upon academic degrees and/or occupational experience and do not generally include technology skills. While it is possible to include technology skills by raising local minimums, this raises interesting questions of uniformity and equity and is a non-trivial change in college hiring policies. This makes the hiring of pre-trained individuals something of a challenge. It is, however, possible to specify technology skills as a desired qualification in individual position announcements. A perhaps better route is the provision of suitable professional development after a discipline expert is hired. This is, of course, more difficult to achieve for the large number of part-time faculty used at most colleges. So possible strategies include:

- › Consider possible use of board approved local minimum qualifications;
- › Consider use of “desired qualifications” for specific new hires;
- › Use specialized professional development opportunities and system projects, such as @ONE and California Virtual College (CVC);
- › Develop internal training and development activities related to using educational technology;
- › Use sabbatical leaves and other step/column advancement to encourage acquisition of new skills.

Effective Practices for Peer Evaluation of Online Instructors

As noted above, the evaluation of faculty who teach via distance education should use processes that are comparable to those used for on-campus instructors, with appropriate modifications. Peer evaluations of online instructors need structure in order to ensure that the feedback provided is useful. At a minimum, an effective peer evaluation process should:

- ▶ Determine whether instructor-created elements of the course demonstrate appropriate depth and rigor of subject matter;
- ▶ Determine whether any publisher provided materials integrate effectively with instructor created materials;
- ▶ Determine whether the combined publisher and instructor provided material is sufficient for students to accomplish the course objectives;
- ▶ Determine whether the instructor creates effective communication with opportunities for student interaction, response and collaboration;
- ▶ Determine whether the instructor uses a variety of instructional methods to accommodate different learning styles.

For a more complete discussion of how to best observe and evaluate an online class see “Observing Online Classes” in the May 2005 Academic Senate *Rostrum*.

This paper has described a variety of effective practices in different areas of educational technology. Local academic senates should ensure that the governance structure at their college facilitates open discussion of these issues and that the resulting decisions are motivated by educational needs rather than purely technological or budget considerations. Local senates should also encourage suitable professional development opportunities for faculty to acquire new skills in educational technology. The paper concludes with the following specific recommendations.

RECOMMENDATIONS

- 1) Colleges should ensure that their philosophy for the use of educational technology is included at the highest levels of their college vision and mission statements.
- 2) Colleges should create a committee structure that ensures that the incorporation of technology into the college is initiated and proceeds from an educational perspective rather than a technological perspective.
- 3) Curriculum Committees should ensure that technology is incorporated into courses in a way that provides enhanced and alternative opportunities for student access and success.
- 4) Curriculum Committees should ensure that their curriculum approval procedure accomplishes the mandated separate review of all courses where any portion of face-to-face instruction is designed to be replaced by distance education.
- 5) Curriculum Committees should ensure that their separate review process guarantees the mandated effective instructor-student contact.
- 6) Colleges should ensure that their technology infrastructure provides support that promotes educational success for faculty and students.
- 7) Colleges should provide effective and comprehensive professional development opportunities for faculty who use technology in their instruction.
- 8) Local academic senates should collaborate with administration and collective bargaining agents to implement the above recommendations.

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APPENDICES

APPENDIX A. TITLE 5 LANGUAGE ON DISTANCE EDUCATION

(REVISED JULY 2007)

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. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).

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.

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.

55206. Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

55208. Faculty Selection and Workload.

(a) Instructors of course 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 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) 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 in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

55210. Ongoing Responsibility of Districts.

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

(a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education ;

(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;

(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

APPENDIX B. TITLE 5 LANGUAGE ON APPORTIONMENT FOR DISTANCE EDUCATION

(As referenced in 2004 Guidelines)

58003.1. Full-time Equivalent Student; Computation.

(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled conterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled conterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For independent study and cooperative work-experience education courses:

(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by the term length multiplier as provided for in subdivision (b), and dividing by 525.

(2) For noncredit course sections conducted as distance education, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the hours of instruction or programming received by the students, plus instructor contact as defined in programming received by the students, plus instructor contact as defined in section 55204, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit distance instruction course sections shall be computed by:

(A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,

(B) the weekly student contact hours as derived above in this section, by

(C) the primary term length multiplier of 17.5, and

(D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

APPENDIX C. NEW TITLE 5 LANGUAGE ON APPORTIONMENT FOR DISTANCE EDUCATION

(May 2008)

§58003.1. Full-time Equivalent Student; Computation.

(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study and cooperative work-experience education courses, the following alternative attendance accounting procedure shall be used:

(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by the term length multiplier as provided for in subdivision (b), and dividing by 525.

(2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

(A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,

(B) the weekly student contact hours as derived above in this section, by

(C) the primary term length multiplier of 17.5, and

(D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

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

26. Section 58006 of article 2 of subchapter 1 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§58006. Application of Actual Student Contact Hours of Attendance Procedure.

The actual student contact hours of attendance procedure is based upon a count of students present at each course meeting, and shall apply to:

- (a) All credit courses, (exclusive of independent study, and work experience and distance education courses computed using the alternative attendance accounting procedure described in subdivision (f) of section 58003.1), scheduled to meet for fewer than five days, or credit courses of five or more days which are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets;

- (b) All open entry/open exit courses;
- (c) All noncredit courses otherwise eligible for state aid except those computed using the alternative attendance accounting method described in subdivision (f)(2) of section 58003.1;
- (d) Inservice training courses in the areas of police, fire, corrections, and other criminal justice system occupations as defined in subdivision (c) of section 58051.
- (e) The attendance of students other than indentured apprentices who are actively enrolled in apprenticeship courses of related and supplemental instruction.
- (f) A district may use, but shall not be required to use the actual student contact hours of attendance procedure for any other credit course, exclusive of independent study and work experience education courses, which it offers.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 84500, Education Code.

§58009. Application of Alternate Attendance Procedure for Independent Study, Work-Experience and Certain Distance Education Courses.

- (a) For independent study, cooperative work-experience and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study or distance education laboratory courses. For independent study or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.
- (b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during in primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a) generated as of the census date prescribed in section 58003.1(b) by the term length multiplier as provided for in section 58003.1, and dividing by 525.
- (c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).
- (d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such Courses conducted in the primary terms, and dividing by 525.

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

