



**Crafton Hills College  
Distributed Education Plan**

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*Spring 2007 - Revise*

**Crafton Hills College, Distributed Education Plan  
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## Crafton Hills Distributed Education Plan

### Mission

To foster and promote innovation, excellence, and best practice for online instruction, to provide Crafton Hills College faculty with assistance, leadership, expertise, and training in new online teaching and learning strategies and technologies, including use in the traditional classroom.

This document represents the institution’s commitment to nurturing the DE program.

### Introduction

Crafton Hills College (CHC) will support a distributed education program that consists of courses that are offered completely online, partially online and as telecourses. Traditional face-to-face course use of technology will also be considered in this planning effort, where appropriate. This document describes the philosophy and policies that determine the methodologies used to offer distributed education courses at CHC, while allowing for flexibility in the planning, development, and implementation of any such course offerings as technology and the college progress.

The table below identifies descriptive terminology used throughout this plan and in the marketing of the program. Fully online, Hybrid and Web Mediated courses will include a statement in the Class Schedule indicating the course require access and use of the internet.

Descriptor	Definition	Processing	Notes:
Fully Online	Courses that are completely online; they may have proctored testing set up according to needs of particular discipline areas, but students do not have to come to the Crafton campus.	Fully online courses require a separate approval process by our curriculum committee via an addendum procedure.	Require faculty readiness standards be met prior to online teaching.
Hybrid (Blended)	Any course that substitutes face-to-face hours with online work and has some regularly scheduled class meetings. Number of online/ftf hours are set at the discretion of the	Hybrid courses will also require an addendum be submitted to the curriculum committee.	If less than 51% of the course is online, the course will not be counted as distributed education for reporting

	discipline experts.		purposes.
Web Mediated	Courses that require the student to access the Internet as part of the course work.	These courses will at a minimum declare the required online use in the course syllabus.	This definition will be used for staff development planning and may be seen by students if needed.
Technology Enhanced	Courses which may use the web in face-to-face presentations, students may be asked to do online/library research, presentations may be digital. Access to technology by students is expected but not required.	No special processing is required for this type of course.	This definition will be used for staff development planning.
Tele-courses	Courses based on videos that are distributed via broadcast, cable, satellite, or web streaming.	Telecourses require a DE addendum submitted to the curriculum committee and approved by the ETC	These course will require at minimum 5 2-hour on-campus

### Educational Technology Committee

Charge: A standing committee of the academic senate, the Educational Technology Committee (ETC) will make collaborative decisions involving the use of technology mediated education in the regular classroom, in distributed education environments, and in student services related to distributed education and online functions.

The committee will:

- Make recommendations concerning distributed education and general educational technology training.
- Review online services for students and faculty and make recommendations for additions and improvements as needed.
- Establish a “Development and Support Team” (as a subcommittee of the ETC) able to mentor faculty, and approve all DE courses as they are developed.
- Oversee the development and revision of the college Distributed Education Plan.
- Advise the Curriculum Committee in matters involving distributed education.

- Provide support for the development of and revision comments and suggestions for all DE course addendums
- Approve all DE course addendums prior to forwarding the courses for approval to the curriculum committee.
- Conduct periodic reviews of all distributed education courses.

## **ETC Organizational Structure**

Membership of the ETC will be as follows: **(should align with strategic plan as well)**

Faculty (selected by the CHC Academic Senate):

- Faculty chair, determined by Academic Senate
- 6 additional faculty members (preferably from a variety of disciplines) at least one of whom serves as a Liaison to the Curriculum Committee

*Classified:*

- Trained technical support person for the Course Management System

*Students:*

- *1 student representative (preferably a distributed education student)*

*Administrative:*

- *Dean of Technology*
- *A Dean of Instruction*
- *Dean of (or a representative from) Counseling and Matriculation*
- *CHC instructional designer*
- *Director of (or a representative from) Admissions and Records*

The members of the ETC will maintain close communication with the Staff Development Committee and the Distributed Education Coordinating Council.

## **Faculty Support and Development Team**

The Faculty Support and Development Team, will function as a sub-committee of the ETC. Membership will consist of three instructors who are members of the ETC and who also meet the online faculty

readiness standards (delineated below). The role of the Faculty Support and Development Team is to provide the faculty developer with assistance throughout the initial development and offering of a new course. In addition, the team will review the course organization and content and assist the faculty member in meeting quality standards as outlined in this plan.

## **CHC Distributed Course Development and Instructional Design Standards**

All distributed education courses will be developed with the following standards in mind, which will be used when evaluating the growth and success of the programs herein described.

Administrators will view these standards as clear objectives necessary for student success. As faculty develop courses that will be offered in fully or partially online methodologies, they will integrate these standards as a part of their rubric for success.

For any distributed education program to be successful, all constituencies involved must agree about their roles in the program development, implementation and maintenance processes. Collaboration and consensus regarding the decisions confirmed in the resulting documentation are essential.

These standards are divided into the following six areas:

- A. Institutional Support
- B. Determination and Approval of DE Course Offering
- C. Technical Program and Course Development
- D. Instructional Design and Content
- E. Student Support
- F. Faculty Issues, Requirements and Expectations

### **A. Institutional Support Standards**

1. The delivery technology for the courses is stable.
2. Procedure will be in place to ensure continual monitoring of all technical systems related to online program delivery.
3. A centralized system providing support for building and maintaining the DE infrastructure, such as web space and course management system access, add/drop and other similar policies.
4. Reasonable hardware and software needs for course developers and course implementation will be provided.

5. Training for faculty, staff and administrators will be provided.
6. Support for course development will be available, particularly in the areas of instructional design and accessibility compliance.

## **B. Determination and Approval of DE Course Offering Standards**

The Curriculum Committee will use the following criteria when determining whether a course will be approved for online delivery:

1. The Course Outline of Record has been modified or revised to include the addition of the DE addendum.
2. The DE addendum for the course has been developed by the department and approved by the ETC and submitted to the Curriculum Committee for approval
3. All Title 5 mandates have been met and followed.

## **C. Technical Program and Course Development Standards**

After the ETC and the Curriculum Committee approve the program or course for DE delivery, the following process will be followed:

1. The initiating faculty member, after meeting the faculty readiness standards as outlined in this document, will begin the actual course development with the assistance of the *Distributed Education Coordinator*, the CHC instructional designer and the members of the ETC Faculty Support and Development Team.
2. A formative review process will take place after at least two weeks of course content has been developed for DE delivery and a general timeline has been completed.
  - a. At least two weeks' worth of online course content will be reviewed by the Faculty Support and Development Team with a goal of completing a formative evaluation of the developing course prior to offering the course.
  - b. The team will offer suggestions and assist the faculty developer in developing a quality course.
  - c. The following areas will be considered by the FDST when conducting the formative review:
    - Curriculum alignment
    - Rigor, depth, and breadth of content
    - Appropriate technical design
    - Student participation and interaction
    - Variety of learning activities considerate of all learning styles
    - Student assessment activities appropriate to the content

3. The Faculty Support and Development Team will verify that all support services that are needed for the course offering are in place (library, testing accommodations, etc.) and that accessibility requirements according to Section 508 Guidelines have been met.
4. The ETC will certify the course meets all expectations as delineated in this document and will, based on the findings of the Faculty Support and Development Team make a formal recommendation for online delivery of the course.
5. At the course mid-term point, faculty member will meet with the Faculty Development and Support Team who will assist in any way that may be needed as the course develops.

#### **D. Instructional Design and Content Standards**

1. Teaching and Learning Standards
  - a. Distributed education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course.
  - b. Students will be required to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge.
  - c. All course objectives/outcomes and requirements will be included and clearly presented.
  - d. Courses will maximize the opportunities for regularized and ongoing interaction between teacher and students, among students, and between students and the learning environment. Students will be held accountable for the communication activities within the course.
  - e. The course will provide opportunities for active learning that allows students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
  - f. All student assignments and their due dates, as well as tests and test dates, will be explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student.
  - g. Any special testing (i.e., proctoring) situation and arrangements will be clearly described to the student prior to the start of the course.
  - h. A variety of content appropriate presentation methods will be used that accommodate a variety of learning styles.



- i. Evaluation methods will be relevant to the activities, reading assignments and other learning materials presented in the course.
  - j. Feedback to student assignments and questions will be constructive and provided in a timely manner. Instructor will commit him/herself to a clearly expressed turnaround time.
  - k. The course documents will describe the functions of the course website to the student (e.g., how to post assignments, communicate with the instructor, etc.).
  - l. The instructor will make frequent announcements regarding the progress and processing of the course.
  - m. A policy for due date leniency due to institution-inflicted technical difficulties will be communicated in the syllabus or overview of the course.
2. Course Media and Materials Standards
- a. All external links and internal functionality of DE courses that are available when the class starts will be fully operational.
  - b. The course content will be kept current term by term and will open by, and remain open at least until, the beginning and ending dates of the courses.
  - c. Technology will be appropriate to the course andragogy.
3. Accessibility Standards
- a. DE courses will provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact.
  - b. Courses will meet all all requirements as prescribed in the Distance Education Guidelines regarding section 508.
  - c. Courses will provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
4. Privacy and Protection Standards
- a. To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the student must be required to formally acknowledge and pledge adherence to SBCCD's Board Policy 5500 (Student Conduct) and CHC's Acceptable Use Policy.
  - b. Procedures will be in place to help ensure security of student work.
  - c. Students will receive clear instructions to save and retain copies of work submitted electronically.
5. Program Review Standards

- a. An approved evaluation instrument will be provided with the course to ensure student feedback on the the organization and content of the course and the instructor performance.
  - b. Review of student outcomes will include assessment of student products and exams, as well as student evaluations of the course.
  - c. Data on enrollment, costs, and successful/innovative uses of technology will be used when reviewing program effectiveness.
  - d. Intended learning outcomes will be reviewed regularly to ensure clarity, utility, and appropriateness.
  - e. Course will meet or exceed CHC's academic standards.
  - f. Course will be reviewed on a regular basis and revisions documented. Instructional materials will be reviewed periodically to ensure they continue to meet program standards. Course evaluation will include: technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.
6. Departmental or Discipline-Specific Standards
- a. The course adheres to the integrated Course Outline of Record.
  - b. The course is offered with rigor, depth and breadth consistent with its FTF counterpart.
  - c. It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality.
  - d. Student learning meets the standards set within the discipline, especially in regard to sequenced and/or transfer courses.

### **E. Student Support Standards**

1. Online student support services will be provided, including bookstore, orientation and tutoring and enrollment services.
2. Communication systems for informing and orienting students to distance learning are available.
3. The class schedules and course catalogues are available online.
4. DE students will have access to sufficient library resources that may include a "virtual library" accessible through the World Wide Web.
5. Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments.

### **F. Faculty Issues, Requirements and Expectations**

This plan embraces a best practice for developing new programs by allowing faculty to grow into distributed education at their own pace and comfort level.

1. No faculty member will be penalized for not offering distributed education courses, or forced to convert courses to the online environment.
2. The college will be to look for candidates for new faculty hire who are willing and/or able to incorporate technology resources into their teaching and learning.
3. Current faculty members will be given the opportunity to offer courses at a distance.
4. In accordance with Title 5 guidelines, distributed education courses are considered the same in content and credit as regular courses. Online and partially online course assignments will be considered equal in status to regular courses when faculty load is considered.
5. Distributed Education Faculty Readiness Standards

To ensure that CHC distributed education courses maintain a high standard of quality, and in recognition that experienced faculty tend to have lower attrition rates than faculty who have little experience and training, faculty who teach distributed education courses will be expected to:

1. Have completed a CHC basic training program as defined by the Educational Technology Committee; and/or
2. Have a certificate of completion in online teaching from a reliable institution such as UCLA online teaching program and/or the courses offered in the @one online instructor training series
3. Be able to demonstrate having had a successful experience in teaching distributed education at CHC or another similar institution.

**All instructors wishing to teach a DE course, must complete and submit to his/her Dean the instructor certification for online teaching form.**

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**Educational Technology Training Plan (This is mostly historical, needs to be revised and the associated training plan updated)**

Training Standards: The following standards will be used to satisfy the faculty readiness component of this plan:

Faculty may choose to satisfy the readiness standard component by attending the regularly scheduled training program offered at CHC.

- Objectives
  - Develop a variety of course offerings across mediated, hybrid, and fully online courses across discipline areas.

### Action Plan

Goal	Activity	Who	Date	Cost	Status
DE Plan will be activated	Academic Senate Approval of Plan through normal processes	Senate President	Fall 2005		Done
ETC Committee Established	Academic Senate and Administration approve participatory governance committee.	Senate President and VP of Instruction	Fall 2005		Done
Defined Curriculum Approval Process	Acceptance of a new DE addendum form and technical review process for DE courses.	Curriculum Committee and ETC Curriculum Liaison	Fall 2005		Done  In progress
Peer Trainers able to assist new development of DE courses.	Summer Train the Trainers Pilot program	Self Selected Faculty and DE Planning Consultant	June 28- July 26th	Subsumed by consultant contract agreement	Done
Full faculty kick-off DE awareness training	Hold a training academy open to all faculty, staff, and administrators regarding use of Tech in Education and DE issues	Peer Trainers and DE planning consultant(s)	Fall 2005	Subsumed by consultant contract agreement	Done
Provide development and design support	Hire at least one instructional designer.	ETC and Administration	Spring 2006		
Ensure effective, efficient local CMS Support for faculty and students.	Determine who will be the Bb Administrator on campus	ETC and Administration	Summer 2006		In progress
Ensure that students are adequately prepared to succeed in DE courses.	Develop a student orientation to DE courses. Determine if the orientations will take place ftf, online or both.	ETC, Administration and Staff	In place by Fall 2006		Done

Enable faculty to receive one-on-one mentoring. Ensure high quality DE offerings.	Determine a process for selecting the development and support team members.	ETC	Fall 2005		
Enable faculty to store course media materials.	Provide web space for learning objects and web pages.	Administration and Staff	Fall 2005		
Insure secure testing situations for courses when appropriate.	Develop a process and policy for proctoring tests.	ETC and Administration	Fall 2005		
Enable faculty to collaborate regarding DE best practices	Set up opportunities for faculty to meet on a regular basis (brown bag lunches, list serves and/or discussion forums, etc.)	ETC	Fall 2005		
Enable faculty to produce quality media content.	Develop a timeline to purchase software needed, such as Camtasia, Impatica, PhotoShop, etc.	Administration in consultation with ETC	Fall 2005		
Enable all students and faculty to access online resources through the CMS.	Develop a plan for establishing course shells for all courses that have automated populating capabilities.	ETC, Administration and Staff	Fall 2006		