



## **PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY**

**Title: Distance Education**

**Policy No. 3230**

**Legal Authority:** Title 5 Sections 55200, 55202, 55204, 55206, 55208, 55210,  
58003, 58006, 58007, 58009, 58051, 55056, 58056, 59402

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**It is the policy of the Pasadena Area Community College District** to provide instruction in a variety of modalities including distance education. Distance education instruction will be offered in a manner consistent with law and good practice.

Pasadena City College commits to planning and implementing a distance education program with policies and procedures in place, so that faculty and staff can offer equivalent academic content and student services within an appropriate college support structure with ongoing oversight. Therefore, the development of a distance education program will be congruent with the Educational Master Plan and mission of this institution in fostering successful student learning. Furthermore, the administration and the Board of Trustees will articulate the strategic importance of distance education and its role in the strategic plan and mission of the institution.

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 3230**

**Title: Distance Education**

**Procedure No. 3230.10  
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**1. Definitions**

The following definitions are adopted for distance education instruction:

- a. **Online** — An online distance education course is delivered via the Internet using a campus-supported Learning Management System (LMS). No on-campus meetings are required. Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through regular effective contact, instructor and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. An online course will be designated as **Online** in published campus materials.
- b. **Hybrid** — A hybrid distance education course replaces some face-to-face class time with online instructional time. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a hybrid course.  
A campus-supported Learning Management System is used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A hybrid course will be designated as **Hybrid** in published campus materials.
- c. **Telecourse (ITV)**: A video-based course which uses a fully integrated package of video instruction combined with instructional support materials (for example, a textbook, a student study guide, and a faculty resource guide). Telecourses are delivered in a variety of ways, including television broadcast. A telecourse will be designated as **ITV** in published campus materials.

**2. For clarification, the following is not distance education instruction:**

- a. **Web-Enhanced** is not a distance education course. Web-Enhanced refers to any course that uses the campus-supported learning management system to enhance student learning. No classroom time is replaced with online instruction.
- b. **Correspondence**—Correspondence is not a distance education course. Correspondence courses are typically self-paced with limited instructor/student interaction. A correspondence course will be designated as **Corresp** in published campus materials.

**3. Faculty Technology Literacy and Online Pedagogical Readiness**

Faculty who teach online at PCC must be proficient in certain basic technology literacy skills and online pedagogical readiness in order to assure course quality and to assist students with the technology used in content delivery. Determination as to whether an instructor meets the technology literacy skills and online pedagogical readiness requirement will be made by the Division Dean in consultation with the Distance Education Department.

Prior to teaching an online or hybrid course at Pasadena City College, faculty must meet one of the following requirements:

- a. Have completed formal training or college-level coursework from an accredited college or university in online teaching and associated technology.
- b. Have completed two semesters of teaching in an online format, preferably using PCC's Learning Management System (LMS).

- c. Present a teaching demonstration in an online format, showing evidence of technology literacy and distance education pedagogy fundamentals, including familiarity with PCC's Learning Management System (see Distance Education Handbook for technology literacy and pedagogical readiness qualifications).
- d. Courses for online teaching and learning as prescribed by PCC's Distance Education Department (Currently @One).

Faculty who have already met the above criteria may be required to participate in additional professional development activities in order to fulfill College policy, meet federal and state regulations, and accreditation requirements.

- 4. C&I Course Approval and Review Process for Distance Education
  - a. A new or existing course proposed to be delivered in a distance education format shall be separately reviewed and approved according to C & I guidelines using Form D—the Distance Education Curriculum Approval Addendum. Curriculum review ensures that a course's approved curriculum (the Course Outline of Record) is followed regardless of delivery mode.
  - b. Form D serves to verify that the methods of instruction and evaluation have been adapted for distance education and that the pedagogy utilized ensures that the quality of a distance education course is comparable in terms of rigor, scope, and regular effective instructor-student contact, to equivalent face-to-face classes. As with other aspects of the curriculum development and review process, faculty continue to be responsible for establishing goals for student learning and for creating content.
- 5. Distance Education Faculty Working Conditions

Distance Education working condition policies are reviewed by the Academic Senate and established by mutual agreement between the Faculty Association and the District. These conditions include course enrollment limits, course load, office hours, and faculty evaluation.
- 6. Course Quality and Regular Effective Contact
  - a. Pasadena City College will provide quality, innovative courses that maintain the highest standards and best practices in distance education teaching and learning. Title 5 requires that the same standards of course quality are applied to any portion of a course conducted through distance education as are applied to a traditional classroom course. The development and continuous improvement of distance education courses are based on the requirements of Title 5 and WASC, and upheld by the College's course quality standards and review processes.
  - b. The Chancellor's Office requires that the curriculum for each distance education course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, every six years as part of the accreditation process.
  - c. To verify student participation and performance status, distance education courses must include regular effective instructor to student, student to student, and student to content contact in accordance with Title 5 regulations and guidelines. Examples of regular effective contact include the use of discussion forums, collaborative student activities, frequent monitoring of contact activity by the instructor, and regularly added/revised course content that may incorporate student feedback.

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- d. Faculty will provide students with frequent, substantive feedback and specific policies regarding the frequency and timeliness of instructor-initiated contact and feedback. The syllabus will define course beginning and ending dates and deadlines for assignments and assessments. Accessible media, in compliance with Section 508 and the Chancellor's Office of the California Community Colleges Guidelines, will be used to facilitate regular effective contact.
  - e. If for any reason the instructor is prevented from continuing regular effective contact, the instructor or the Dean will inform students expeditiously when regular contact is likely to resume. In the event of a prolonged absence the instructor, working with the dean, will make appropriate arrangements for the continuation of the course.
7. Distance Education Student Surveys
- a. A survey will be administered to Distance Education students to assess compliance with Title 5 and WASC Distance Education regulations. The data from this survey will be collected anonymously and will not be tied to faculty evaluation.
  - b. Course feedback instruments will be made available by the Distance Education Department for faculty to conduct formative and summative assessments of their courses.
8. Institutional Support for Distance Education
- a. The institution will support high-quality distance education instructional programs by providing faculty support services including training, technical support, and assistance with instructional design and course development to ensure compliance with Section 508 of The U.S. Rehabilitation Act and copyright law and best practices in distance education courses.
  - b. The institution will provide distance education students with online access to all student support services. Students enrolled in distance education courses will have access to training materials and technical support.
  - c. The College will provide qualified personnel; robust and innovative technology; stable financial resources; and adequate facilities, equipment, web-based services, and other assets.
9. Copyright and Intellectual Property Rights
- a. Fair Use and Legal Use of Copyrighted Materials in Distance Education Courses  
Copyright guidelines related to Distance Education shall be developed and maintained by the Distance Education Department in accordance with copyright laws (*U.S. Copyright Act*, the *Digital Millennium Copyright Act of 1998*, *Fair Use Policy* and the *2002 TEACH Act*) and College copyright policies. The guidelines will be available on the Distance Education website, in the Distance Education handbook, and included in distance education training.
  - b. Faculty Responsibility for Copyright  
Instructors of distance education courses are responsible for ensuring that all instructional material and delivery methods for distance education courses are in compliance with copyright laws and College copyright policy.
  - c. Faculty Intellectual Property Rights  
Faculty will maintain the same intellectual property rights of the instructional material they develop for distance education courses as they would for traditional courses.