Pikes Peak State College (PPSC)
Educational Procedure

EP-171 – Distance Education Courses

Originated:
Unknown

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References:
Department of Education (DOE) 34 CFR § 600.2; Higher Learning Commission (HLC) Assumed Practice B2; HLC review core components 2.E, 3.C

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I. Purpose:
Define Distance Education per Department of Education Guidelines and Higher Learning Commission accreditation criteria and procedures.

II. Scope:
This Educational Procedure is applicable to all PPSC personnel and shall guide training for Faculty and Instructors teaching asynchronous online and other distance education courses as well as the course design and redesign process for asynchronous online courses.

III. Procedure:
A. Definitions
Distance Education is defined by the Department of Education (DOE) as "Education that uses one or more … technologies to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between students and the instructor or instructors, either synchronously or asynchronously" (34 CFR § 600.2). Technologies covered in this definition include audio or video conferencing, the internet, open broadcast of various forms, or other media.

1. Online Course
An online course is accessed via the Internet. Students read course materials, interact with instructors and other students via discussion boards, turn in assignments, access web-based learning materials and, in most cases, take tests online.

By Fall 2024, all online courses at PPSC will be branded as Colorado Online@. While there are commonalities such as the wire framework, navigation bar, and other design elements across all courses, there are three types of online courses:

a. Home college teaching sections – these are Colorado Online@ course sections which are only offered at PPSC-to-PPSC students. They are taught, designed, and managed under the supervision of PPSC instructional divisions.

b. Pooled teaching sections - these are Colorado Online@ course sections which are offered across the community college system to students from all system colleges. Assigned PPSC pooled teaching sections will predominantly be made up of PPSC students, if possible, be taught, designed, and managed under the supervision of PPSC instructional divisions, but will have common course materials, if applicable and of cost to students.

c. Wild Card teaching sections – these are Colorado Online@ course sections which are offered across the community college system to students from all system colleges. Assigned PPSC wild card teaching sections may have students from across the system and there is no guarantee that any students will be PPSC students. As with pooled teaching sections, these are taught, designed, and managed under the supervision of PPSC instructional divisions, but will have common course materials, if applicable and of cost to students.

2. Hybrid Course
A Hybrid Course is a combination of instructional delivery methods. The minimum seat or online time required for a 4-credit hybrid course is 25%. The minimum seat or online time required for a 3-credit hybrid course is 33%. Total contact hours for a hybrid course are the same as a traditional course offering.

3. Hyflex or Remote Delivery Course

Hyflex and/or remote delivery courses are defined as Distance Education by the DOE. The primary difference for us from Online courses is synchronous delivery via technology.

B. Guidelines

1. Syllabi

Colorado Online@ classes follow the same state-approved syllabi as their traditional (on campus) counterparts.

2. Tuition Rate

Colorado Online@ courses charge a special tuition rate (see current rate tables online or contact Enrollment Services) and Colorado residency must be determined, as required. State Authorization rules will apply for non-resident online students.

3. Transferability and Financial Aid

Distance Education courses are treated in the same manner as traditional classes in terms of transferability and eligibility for financial aid, except for Post 9/11 Chapter 33 GI Bill benefits, which will not cover remedial classes taken online or in a hybrid format.

NOTE: Active-duty tuition assistance does not have these constraints

C. Faculty and Instructor Training

1. Essentials of Teaching and Learning Online Boot Camp Training Course

Faculty and instructors desiring to teach online courses must complete the PPSC "Essentials of Teaching and Learning Online Boot Camp" training course or meet the requirements outlined by the Dean of Online Learning and the Executive Deans in accordance with requirements set by the Department of Education and PPSC's accrediting body. This course must be completed prior to their first semester teaching online if the instructor has no prior online teaching experience. With documented prior online teaching experience or training the Executive Deans may approve an exception and the instructor will be allowed to complete PPSC's accelerated course (available for Summer 2024) sometime during their first year at PPSC. The Executive Deans must inform eLearning of these exceptions and the division will keep track of completion in partnership with eLearning. The faculty or instructor must receive a "B" (80%) or better to remain eligible to teach online.

2. Essentials Boot Camp Exemption

Faculty or instructors with 5+ years of consecutive (i.e., at least two semesters each year @ one asynchronous course each term) teaching online for PPSC who have never taken PPSC's training are exempted from taking PPSC's Essentials of Teaching and Learning Online Boot Camp but should meet the requirements for pedagogical online or distance education training noted in C.4. Executive Deans may request these instructors complete the accelerated version of the PPSC training.

3. eLearning Boot Camp

All distance education instructors are also strongly encouraged to complete the "eLearning Boot Camp" training, or meet requirements outlined by the Dean of Online Learning and Executive Deans.

4. Continuing Education

After completion of PPSC's Essentials of Teaching and Learning Online Boot Camp, distance education faculty and instructors must take online specific training such as webinars, or classes related to online or distance education every two years prior to faculty teaching in those delivery methods for PPSC and are subject to

requirements outlined above. It is the responsibility of the division to track the training completion in conjunction with CETL and eLearning records.

D. Online Course Development

1. Levels of Modification

Online courses have four levels of modification: 1) Semester Updates, 2) Revisions, 3) Full Course Design, and 4) Full Course Redesign (*See EP 171 Appendix A*).

2. Process for Design/Redesign

A process specific to online courses must be followed by any faculty or instructor wishing to undertake a full course design or redesign for the online environment. This includes pre- approval by Executive Dean, department chair, and Dean of Online Learning, **collaboration** with a learning designer assigned to the faculty member, tracking hours during development, and review of the course prior to payment at the non-instructional hourly rate *(See EP 171 Appendix E(a) and (b) for the applications).*

3. Best Practices for Design/Redesign

All online courses undergoing a full course design or redesign will follow the PPSC Best Practices for Online and Hybrid Courses (*See EP 171 Appendix B*), Roles and Responsibilities in Course Design (*See EP 171 Appendix C*) and the general guidelines for Basic Tasks/Hours for Online Course Development (*See EP 171 Appendix D*).

4. Tracking Hours for Design/Redesign

The method for tracking hours on task for a full course design or redesign will be determined by the instructional divisions and verified by the instructor and eLearning learning designer.