• Electronic information packets detailing the Districts Section 508 policies and resources should be included with any new faculty orientation packet, and should be made available online.

• Create a self-paced, modulated, online Section 508 FLEX class.

DISTANCE LEARNING

Background:

The mission of the Distance Learning Department is: To develop and deliver universally accessible, academically sound, and technologically advanced instruction at a distance, while supporting student success, responding to community needs, and promoting faculty innovation.

The Distance Learning (DL) program began in the Fall of 1987 with the introduction of College by Television (CTV) courses. The first online courses were offered in the spring of 1999. Prior to 2000, the use of virtual classrooms and online teaching at College of the Canyons was limited to a few early adopters. These individuals experienced little or no institutional training opportunities in the use of online teaching tools and in online teaching pedagogy. In 2000 College of the Canyons had 14 approved online courses and had 249 students enrolled in online courses. The District did not offer any student technical support.

Current Environment:

The number of online sections offered increased from 20 to 169 from Fall 2001 to Fall 2008. During that same time, the unduplicated student headcount for these sections increased from 348 to 3,806. Subsequently, as a part of the college’s enrollment management strategy in response to reduced state funding, the number of sections declined from 169 to 105 from Fall 2008 to Fall 2010. The unduplicated student headcount for these sections decreased from 3,806 to 2,330.

In Summer 2006, the district created the administrative position of Dean, Distance Learning Programs and Training. This position supervises a number of instructional delivery methods, beyond distance learning. This position’s title is currently Dean, Educational Technology, Learning Resources, and Distance Learning.

In Fall 2007, two scheduling formats were introduced as the result of a LEAP project. The formats provide accelerated learning opportunities. The GO format offers 5-week online classes, primarily general education courses. The PAL format offers 8-week, cohort-based pairings of developmental English and math classes.

In December 2007, the classified position of Instructional Design Coordinator was filled. This position supports the successful integration of technology into teaching and learning. The coordinator designs and delivers training for faculty on distance learning applications and teaching strategies; provides technical and pedagogical assistance to faculty in the development and implementation of distance learning and web-enhanced courses; and identifies, develops, and maintains tools necessary to support teaching and learning as technology evolves.

In Summer 2010, this position was reclassified as an administrator, with the title Director of Distance and Accelerated Learning. The focus on training faculty remains, with additional managerial tasks over grants and accelerated learning formats (PACE, PAL).

The Educational Technology Committee was re-founded in Fall 2001. The Educational Technology Committee has proven an important venue for the development of distance learning in the District. Membership is open to all members of the campus community and is currently comprised of faculty, classified staff, and administrators. The Educational Technology Committee is a sub-committee of the Technology Committee, focused on excellence in teaching and learning. The Educational Technology Committee’s mission is to introduce, evaluate, and integrate educational technologies in support of excellence in teaching and learning in all delivery formats.

Beginning in Spring 2006, the TLC has provided learning support to students enrolled in distance learning. For students enrolled in online classes, technical support is available via telephone during the normal operating hours of the TLC; email inquiries may be submitted at any time with staff