

Distance Learning Policy With Proposed Procedures

The Instructional Division will be responsible for the development, delivery, assessment and accreditation of Distance Learning (electronically offered) courses, certificates and degrees.

Oglala Lakota College recognizes the following five components of Distance Learning.

Component One – Institutional Context and Commitment

Distance Learning will be consistent with the college's mission and purposes, budgets, academic excellence and commitment to our students and faculty.

Procedures

Distance Learning will support and extend the instructional model of Oglala Lakota College through electronic mediated courses.

The student population and geographic scope of Distance Learning will parallel current college policy and non Distance Learning instructional practices.

A Distance Learning Virtual Campus entity will coordinate all activities of Distance Learning at Oglala Lakota College and be responsible to the Vice President of Instruction. The Virtual Campus entity personnel will include a Distance Learning Coordinator and an advisory committee of four faculty. The advisory committee will consist of an online instructor, Department Chair, Distance Learning Subcommittee member and a faculty member recommended by the advisory committee. Initial selection of the advisory committee members will be selected by their representative bodies.

Component Two – Curriculum and Instruction

Distance Learning will be curriculum and pedagogical driven. Qualified professionals will insure appropriate collegiate learning outcomes with breadth and depth consistent to the degree program.

Procedures

Scope of electronic mediated courses

The scope of this policy will extend to electronic mediated courses that are identified as hybrid and/or fully online courses.

- Hybrid courses present to the student a mixture of traditional face to faces class sessions and online class sessions.
- Online courses present to the student class sessions that are fully online without meeting in a face to face environment.

Distance Learning curricula and pedagogy development

Distance Learning curricula and pedagogy development will be a collaborative process conducted by two work teams.

- The Course Development Team (CDT) will coordinate the development of the various technologies of online course delivery. Members of the CDT will include a course designer, content expert, multimedia specialist, instructional designer/ distance learning coordinator, and a Department Chair.
- The Peer Review Panel (PRP) will assess the developmental progress and quality measures of the online courses as they are constructed. Members of the PRP include a course designer, content expert, instructional designer/distance learning coordinator, and Department Chair.
- Online course load for instructors will not exceed one online course in a semester. A second online course may be permitted as an overload.

The Course Development Team may also act as the Peer Review Panel (PRP). The teams will work closely with a course development time-line in which benchmarks are set coordinating efforts of online course construction.

Each Distance Learning course will achieve PRP approval before presentation on the Course Schedule. The PRP Rubric will be the model for approval. The PRP Rubric will incorporate the following standards:

- Adherence to approved online course template and online course syllabus template.
- Learning activities are organized around demonstrable learning outcomes embedded in course components including: course delivery mode, pedagogy, content, organization, and evaluation.
- Content developed for distance learning courses will comply with copyright law.
- Faculty members involved in content development will be aware of their institution's policies with regard to content ownership.
- The medium/media chosen to deliver courses and/or programs will be pedagogically effectual, accessible to students, receptive to different learning styles, and sensitive to the time and place limitations of the students.
- The Peer Review Panel Rubric will include but not limited to the following standards:
 - Course review and introduction
 - Learning objectives
 - Assessment and measurement
 - Resources and materials
 - Learner engagement
 - Course technology
 - Learner support
 - Accessibility

Prerequisite of online Distance Learning courses

The prerequisite for all online courses will be MIS 113 Applied Information Processing at a “C” level or above.

Presentation of courses at the 100 – 200 level

Academic departments of Oglala Lakota College will have the opportunity to offer online courses at the 100 – 200 level. However, courses at the 100 – 200 level may be presented in subsequent semesters by presenting data of previous semesters' online course where:

- A specified percent of students successfully completed the course with a minimum grade level.
- A minimum specified student retention percentage.
- These criteria will be equal to or greater than the numbers of a higher level Distance Learning course.

Component Three - Faculty Support

Distance Learning requires a collaboration of faculty and staff to coordinate the curriculum, pedagogy, design, production, delivery and the technology of courses and degree programs. The college will provide an ongoing program of support and development of competencies of faculty and staff.

Procedures

Distance Learning course development and review

Component Two of this policy (Curriculum and Instruction) – will serve as the model of curriculum, pedagogy, design, production, delivery and the technology of courses and degree programs.

Faculty and staff support and development of competencies

Training will be provided to faculty and staff via two venues. The first venue will be one on one and/or small group training to address specific needs and problems. The second venue will provide Faculty Development and training through formal instruction.

Faculty must be approved to participate in Distance Learning programs

To demonstrate competency two certifications will be required of Distance Learning instructors. Course Design approval and Teaching approval certifications will be demonstrated by presentation of certificate of approval from a recognized college or university or by completing OLC's certification requirements.

Component Four – Student Support

Oglala Lakota College will commit to Distance Learning students a level of services consistent to all students to complete a certificate or degree program.

Procedures

Support and Training

Students of Distance Learning courses will have the opportunity to contact support services, departments and instructors in a timely manner with questions or problems. Students will also be provided specific names and instructor's hours of availability, designated and relevant College Center Staff, etc. Instructors and support staff will respond to students' questions, concerns, and issues within 24 hours of online student contact.

Information and contact information of support services, departments, instructors will be made clearly visible and accessible to registered Distance Learning students in electronic form by each online course instructor via their respective Distance Learning Course Management Software portals and online course syllabi. These resources will include all relevant information including (but not limited to): forms, policies, contact information such as telephone numbers and e-mail addresses, etc. Links to these resources will be available on the Distance Learning Virtual Campus portal.

Training of basic skills will be provided to students through the MIS 113 Applied Information Processing course, a self study resource on Distance Learning Course Management Software portal and workshops in the College Centers beginning two weeks before each semester.

Advising and Counseling

The College is interested in the welfare of Distance Learning students. The personal contact of online course students with each district college center counselor begins within the community, during registration and continues and throughout the whole year. Trained counselors and College Center Staff are available at each College Center to physically or virtually assist Distance Learning students in and with tutoring, attendance, personal and financial aid counseling. Distance Learning instructors are required to offer the same. Counselors and Distance Learning instructors will also refer online students to other resources if they are unable to assist online students in their needs. Distance Learning students should work closely with the college center counselors as well as his/her instructor when needed. A relevant educational adviser is available for each online student at OLC. Distance Learning students should also seek their adviser for other collegiate issues.

Prospective students, registered with OLC or not, will also be provided clear and introductory information by relevant and trained College Center Staff and Distance Learning instructors as to the nature of the OLC online course in which they are contemplating enrollment.

Instructors will clearly state in their Distance Learning course syllabus the availability of online course counseling and advising/online support resources and/or the location of these resources as specified by the PRP Rubric.

Student Attendance in Distance Learning Courses

Student attendance in Distance Learning courses will be defined as active participation in the course as described in the course syllabus.

Students who fail to maintain active participation in an online course as clearly defined by the online course syllabus provided to them by the online course instructor will be processed in accordance with the College's Attendance Policy.

Each Distance Learning course will have at a minimum weekly mechanisms for student participation which can be documented by the following methods: student tracking in the Distance Learning Course Management Software portal, submission/completion of assignments and communication with the instructor.

Registered students of a Distance Learning course who do not log on to the course during the drop/add period of the course may be administratively dropped from the course. Late registrants of online courses will be expected to fulfill due dates as outlined in the course syllabus.

Student Attendance in Hybrid Courses

Distance Learning courses will have classroom and online attendance requirements. Refer to the individual course syllabus for more specific information about hybrid attendance requirements. The syllabus should include the dates that students are required to be on campus. Students enrolled in a hybrid course will meet with their instructor in a face to face environment on the first day of the class.

Student Textbooks, & Other Required Online Class Resources:

If a textbook is required for an online course, the student is responsible for obtaining the textbook. Other materials required by the online course instructor must also be obtained by the student in a timely manner that does not prevent the student from timely online course participation. Financial aid for books and other materials (tangible, online, etc.) is available for most OLC students. Instructors will be clear & specific about required class textbooks, materials, and other resources in the course syllabus.

Component Five – Evaluation and Assessment

Oglala Lakota College will commit to assessment activities and measurement of student academic achievement in each Distance Learning course and the certificate/degree compared to intended learning objectives.

Procedures

OLC Policy 77-000 Assessment of Student Academic Achievement will be the evaluation and assessment measurement of student academic achievement of Distance Learning activities and students.