Distance Education Committee (DE)

LMC Distance Education Mission Statement

Los Medanos College is dedicated to providing exceptional learning opportunities in both traditional and non-traditional environments to a diverse community of learners. To increase access and support student completion of certificates and degrees, the college will develop, and revise programs and services based on student need, workforce demand, institutional strength, and the ability to operate effectively and efficiently. This is accomplished through technology-ready classrooms, a common course management system, training and support of online and technology-infused pedagogy, and strategic distance education course offerings.

Distance Education Committee reporting relationship

The DE Committee is a permanent, ongoing, faculty committee with a reporting relationship to the Academic Senate and will accept charges from the Academic Senate. As a subcommittee of the Academic Senate, DE Committee meetings will follow the Brown Act.

DE Committee Membership

The Distance Education Committee will be composed of people representing the following interests or roles:

Voting Members
- DE Coordinator(s)
- At least 4 faculty members from a broad range of academic programs including and not limited to Math and Sciences, Liberal Arts and Sciences, Counseling and Career Technical Education.

Resource Non-Voting Members
- Distance Education Manager/Dean
- Technology Training & Development Coordinator
- Disabled Students Programs and Services (DSP&S) Representative
- Student Representative
- Office of Diversity, Equity, Inclusion and Belonging Representative
- Professional Development Advisory Committee (PDAC) member
- Admissions and Records Representative
- Web Administrator
- Information Technology Representative

DE Committee Responsibilities

The Committee will support student success in Distance Education by making recommendations to the Academic Senate, Shared Governance Council and College President regarding:

1. Informing and engaging the campus community in strategic planning related to Distance Education.
2. Developing and updating the DE Addendum to the Course Outline of Record
3. Recommending standards for faculty teaching DE courses
4. Planning and providing training and support
5. Advising departments and faculty supporting online and hybrid classes to meet ADA, federal, state, and accreditation standards
6. Respond to charges and tasks from the Academic Senate and coordinate as appropriate with other relevant campus groups such as and not limited to the Accreditation Steering Committee, Professional Development Advisory Committee, Shared Governance Council, Teaching and Learning Committee and Curriculum Committee

DE Chair Responsibilities

The Chair position is part of the DE Coordinator responsibilities at Los Medanos College. The chair position is confirmed by the Academic Senate for a two-year term.

1. Chair the DE Committee Meetings
2. Schedule regular meetings
3. Draft agendas and minutes
4. Update the DE Committee website
5. Draft needed policies, recommendations and documentation which are then reviewed, edited and approved by the DE Committee as appropriate
6. Report to Academic Senate, Curriculum Committee, Department Chairs, and other groups as needed
7. Collaborate with campus groups on items related to DE

The following appendices are included as resource material for all that are interested in Distance Education at Los Medanos College.

Appendix 1: Defining Distance Education

Distance Education (Title 5, section 55200)
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All

distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d) (5 CCR § 55200).

Appendix 2: Best Practices in DE

California Community Colleges Online Education Initiative (CVC OEI)

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

COURSE DESIGN RUBRIC

Appendix 3: Process for Online Course Approval

The Distance Education Coordinator will serve as the DE representative to the Curriculum Committee. The DE Coordinator will:
1. Review the course outlines and addendum and make its recommendation regarding approval to the Curriculum Committee on proposed online courses.
2. Assist faculty with the development of completely and partially online courses and their corresponding Course Outlines of Record and Addendum

Appendix 4: Accreditation Standards

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which support regular or substantive interaction between the student and the instructor, either synchronously or asynchronously. Distance education often incorporated technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellites or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs in conjunction with any other technologies (Guide to Evaluating Distance Education and Correspondence Education 2).

ACCJC Quality Continuum Rubric for Distance Education - August 2024 Pilot

Appendix 5: Advance Educational Equity for All Students

Distance Education should support college efforts to create inclusive learning environments that ensure all students have meaningful opportunities to succeed. Best

practices in DE include the use of evidence-informed practices that elevate student success and expand equitable outcomes.

[Peralta Online Equity Rubric - 3.0 Oct 2020](#)