Valencia Community College
Alternative Delivery: Standards, Policies & Procedures

Overview
In 2009, the Alternative Delivery Steering Committee created draft revisions to the existing standards plan. The revisions encompass changes in legislation, accreditation, and institutional context over the past several years. Significant changes proposed to the Alternative Delivery Standards Plan are summarized below.

Summary of Proposed Changes

Alternative Delivery Steering Committee Charter .................................................................p. 1

The charter was updated through IAC in 2008 in recognition of the need for the committee to look beyond creating standards and move towards implementing the standards and best practice. The co-chair has changed from a 3-year faculty position to the Academic Coordinator Alternative Delivery/Faculty Development. Additionally, membership has been added for two additional faculty representatives, one Student Services representative (appointed by VP Student Affairs annually), one Office for Students with Disabilities representative (by position), and an additional IAC representative (appointed annually). The charter has been approved by Instructional Affairs Committee (IAC) and updated accordingly.

Guiding Principles for Alternative Delivery Standards Plan ......................................................p. 3

This section was previously called “Principles of Good Practice” based on the work by Chickering and Ehrman. This section is intended to identify the expectations and requirements of best practices which Valencia continues to aspire toward through the thoughtful implementation of this plan.

Class Scheduling Procedures ....................................................................................................p. 4

In the previous plan there was a “Valencia General Procedures” heading (p.5). The committee agreed to provide more definition to this section by introducing three distinct subheadings: “Class Scheduling Procedures,” “Student Support Services,” and “Accessibility and Faculty/Students with Disabilities.” Information was moved from the old plan (pp. 5-10) into the appropriate subheadings.

Alternative Delivery Learning Modes .........................................................................................p. 4

This section was moved from p.3 into the subheading “Class Scheduling Procedures.” As a result of new Florida legislation (HB 7105) and Valencia procedural changes related to Banner over the past several years, we have adapted the “Type of Course” to three distinct categories. It should also be noted that Telecourses/Video-on-Demand are now offered in the category of “Online.” Revisions to the “Typical Descriptions” were incorporated to make the language more relevant and clear to our students.
Coding of Courses & FTE Distribution .................................................................p. 5

These two headings were previously included on p. 10 as “Class Scheduling Procedures and FTE Distribution.” This section accurately reflects requirements from Florida HB 7105. While FTE is now its own category, no changes occurred.

Student Support Services .........................................................................................p. 5

The “Library Services” and “Bookstore” sections were updated by representatives from those services areas. It is anticipated that requirements expressed by the Higher Education Opportunity Act (HEOA) may require additional revision to the “Bookstore” section at some point in the future. Changes are also anticipated changes to the section based on new federal legislation currently proposed related to textbook affordability for our students. “Proctored/Alternative Testing” recommendations were expanded to provide guidance for faculty related to proctored testing. Resources for faculty to provide to students are also included in this section.

Accessibility and Faculty/Students with Disabilities .............................................p. 7

The implementation of Quality Matters™ at Valencia has provided additional guidance for the adoption of best practices to improve the quality and accessibility of course materials. This section was updated to include required components from the QM rubric.

Alternative Delivery Procedures.............................................................................p. 8

This section was previously pp. 5-9. This section was updated to reflect Quality Matters™ standards, additional requirements for “Faculty Preparation for Online Teaching,“ new resources for “Faculty Preparation for Online Teaching” and removal of “Course Shells” language. Information from p. 16 “Grant Funded Course Development” was moved under this procedures section. Changes are also proposed to reflect current practice in student engagement hours.

Academic Procedures .........................................................................................p. 10

This is a new section heading which includes relevant topics from pp. 5-9 of the previous plan. Numerous updates were made to the subheadings in this area to incorporate Quality Matters™ standards into these procedures.

Course Availability ..............................................................................................p. 10

This is a new section which reflects procedures between the Student Information System (Banner) and the Course Management System (Blackboard). Details about how to handle incompletes, cohort groups and other special circumstances are introduced in this section.

Online Classroom Observation.............................................................................p. 11

This is a new section which reflects existing Valencia Policy and Procedure 6Hx28: 3E-02 and is intended to provide procedural uniformity for the evaluation of online/hybrid courses.
Numerous updates were added to the best practices to incorporate Quality Matters™ standards into these procedures.

Course Orientation and Syllabus Materials... p. 12

Significant changes to this area inclusive of Quality Matters™ standards and recommendations. Resources available to faculty to achieve these standards are provided.

Student Orientations... p. 12

Previously on p. 9, this section now reflects the inclusion of “Valencia 101” as an orientation to the course management system for students. OIT/LTAD has partnered with Student Services to offer skill shops to orient students to the tools used in the online learning environment.

Before Term, First Day of Term, During Term, End of Term, Grading & Feedback... p. 13

Previously these topics were covered under “Valencia General Procedures” on pp. 5-6. These five sections were updated with guidelines to reflect Quality Matters™ standards and best practices. Specific strategies to meet these standards are incorporated into the plan.

Course Management System... p. 14

Previously this section included comprehensive technical requirements for hardware and software related to online/hybrid and telecourse offerings. The information in this section has been significantly reduced as the technical landscape changes too rapidly and would outpace the rate at which the Standards Plan is revised. In lieu of including this information in the plan, links to resource sites which will contain the updated specifications have been added.

Quality Assurance and Continuous Improvement... p. 15

This is a new section which reflects the implementation of Quality Matters™ and information related to accreditation issues. This section also represents the most significant changes from the original Standards Plan. This section replaces pp. 16-19 of the previous plan.

Quality Matters™ and Peer Course Review Process... p. 15

Information about the incorporation of QM into our quality assurance and continuous improvement process has been included with specific details about the “Peer Course Review Process”. The appendix has also been changed significantly to provide specific details and resources to support this section.

Faculty Resources for Course Design... p. 16

This new section details the resources which have been created to assist faculty in the design, development and improvement of courses. Resources include the Valencia Standard Template, Online Course Templates, and Faculty Development opportunities offered in partnership with Valencia’s Office of Faculty Development and Learning Technology and Alternative Delivery.
This section was updated to reflect changes in the organizational structure at Valencia. This includes the “Valencia Productions” team and our new “Alternative Delivery Help Desk.”

Faculty Development Courses & Certification Program

The Office of Faculty Development, in partnership with Learning Technology and Alternative Delivery, has developed comprehensive training opportunities to help faculty explore key issues related to teaching and learning utilizing online tools for course delivery. Detailed explanations of the Course Series and Programs offered to faculty are detailed in this section. While this is a significant rewrite of the original policy, these changes have been shared through IAC, Faculty Council and throughout the college for approval over the past several years. Three specific programs are available: Introduction to Online Teaching, Boot Camp for Online Instruction, and Digital Professor Certification Program.

Review and Revision of Alternative Delivery Plan

We recommend revising this plan every two years rather than every three years to be more responsive to the fast-paced world of online learning.

Appendices

The form appendix information was removed and replaced with the “Peer Course Review Process” and “Peer Course Review Application” documentation. References were also updated to reflect new resources consulted in the revisions to this plan.