

Frederick Community College

Principles of the Distance Learning Mission

For the purpose of articulating these principles, distance Learning is defined as a formal educational process in which the major parts of the instructional interaction place student and instructor in different locations. Instruction may be synchronous or asynchronous and may include media components such as correspondence, Internet, audio, video, or computer technologies.

1. Instructional programs and courses offered at a distance both support and extend FCC's role as a premier educational institution in Maryland. They are consistent with the mission of the College.
2. Distance Learning at FCC provides a consistent and coherent framework of instructional technology for students and faculty.
3. Distance Learning at FCC strives to observe legal and regulatory requirements, e.g., requirements for service to those with disabilities, copyright law, and ownership provisions for intellectual property
4. Distance Learning at FCC is curriculum-driven and adheres to pedagogical standards of quality for both instructional programs and courses.
5. Distance Learning at FCC is guided by qualified professionals and focuses on learning outcomes for an increasingly diverse student population.
6. FCC is committed to providing students with electronic access to appropriate academic and student support services.
7. Distance Learning at FCC provides an ongoing program of appropriate technical, design, production and teaching support for participating faculty members.
8. Faculty has a role in considering and deciding issues of faculty evaluation, workload, compensation, and ownership of intellectual property resulting from the design, development and/or teaching of an electronically offered course or program.
9. As a component of FCC's overall assessment activities, documented assessment of student achievement is conducted in each distance learning course, by measuring student performance against the intended learning outcomes.
10. Distance Learning at FCC is committed to a process of continual self-evaluation directed toward program improvement, targeting more effective uses of technology to improve pedagogy, advances in student achievement of intended outcomes, improved retention rates, and effective use of resources.

(September 2001)