Method of Delivery: Correspondence Education

Santa Ana College, School of Continuing Education's Older Adult Program
01/16/2021

Describe/give examples of the methods of instruction, which will be used in the correspondence course. Please include how the methods of instruction used in the traditional classroom will be modified and/or replaced in the correspondence course.

A correspondence course to be used in a facility which is inaccessible to standard face-to-face instruction and provides instructional material. Instructors, either directly, or through coordinators deliver lessons through printed materials, or electronic communication to the facility representative, which makes that education material / resources available to the students. Instructors may deliver readings, and content to replicate ongoing traditional classroom interaction (i.e. classroom lectures on course content) in multiple formats (e.g. a combination of instructor-developed recordings; links to digital video clips; publisher-prepared online materials including CD/DVD support materials and textbook supplements).

Regular and substantive instructor-student interaction

By definition, correspondence courses have limited interactions between instructor and students with interactions primarily student initiated. Correspondence Education in the Older Adult Program is used in a facility where the standard face to face instruction has been suspended by the facility for various reasons (e.g., stop the spread of COVID-19, influenza outbreak), with the intent of resuming face to face instruction as soon as available.

When a student does initiate contact, either directly, or through the facility representative, a response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances (such as holidays and weekends). The response time for any non-initiated contact is weekly.

Describe and give examples of how student learning will be evaluated.

Student learning will be evaluated by a combination of formative and summative assessments (e.g. homework assignments, quizzes, tests, activities, and evaluations consistent with the Course Outline of Record). Students are expected to conduct the hours of study consistent with the hours stated in the course outline of record. Opportunities for student self-assessment will be provided at the end of each learning module, as formative assessments.

List any special texts, equipment, or supplies needed for this course or sections of this course being offered through correspondence education:

In some facilities correspondence courses may be able to utilize technology to access course materials, while other courses are delivered in paper packet form. For courses utilizing technology, the facility may require:

Access to an up-to-date computer or tablet, speakers and reliable high-speed internet connection that is capable to supporting a streaming digital video clip.

Describe the college resources that will be required by you and your students (facilities, technology, student support services) for this course:

Facilities: No facility needs. Correspondence courses are provided off campus.
Technology: Computers, tablets, the internet, and printing resources.
Student Support Services: Students are not required to access any college resources, but should have access, as needed, to available onsite or online library, counseling, tutoring, DSPS, and computer lab/learning center.

Section 55200 of title 5 states "In addition, instruction provided as distance/correspondence 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)." What technologies will you be using for instruction (video, flash, images, etc.)? How will you ensure that instruction using these technologies is accessible to students with disabilities?

Correspondence classes at Santa Ana College are designed to be welcoming, accessible, and usable by everyone, including those who have disabilities, or are new to correspondence learning, and address a variety of learning styles. The instructors have access to DSPS support to ensure that all course materials are ADA accessible before being offered to the student, such as documents being correctly formatted, images having alternate text descriptions, audio is transcribed, video is closed captioned, and third-party materials, such as publisher materials, websites, or shared student materials, are evaluated for accessibility, and that inaccessible elements are appropriately accommodated when needed.

Institutions which offer correspondence education must have processes in place through which the institution establishes that the student who registers in a correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification.

Correspondence Education courses are offered in a variety of institutional settings (e.g., skilled nursing facilities, rehabilitation centers). Admissions and registration processes and procedures consistent with our face-to-face community classes are used to verify student identity. For classes offered in institutional settings, the staff members at the institution verify student identity and proctor examinations.