

**Distance Education Handbook
2016-2017**



**Education and Early
Childhood Development**

Table of contents

[What is an on-line course?](#)

[Who can register for distance education?](#)

[Can students in particular circumstances be registered for on-line courses?](#)

[What is the difference between an on-line course and a regular course?](#)

[What are the advantages of on-line courses?](#)

[How to get a new on-line course approved](#)

[How to register students for distance education](#)

[Can students change courses when they are registered in on-line courses?](#)

[Is there a maximum number of students who can register?](#)

[MINISTER'S DIRECTIVE NO. MD 2008-05](#)

[Calendar](#)

[ROLES AND RESPONSIBILITIES FOR DISTANCE EDUCATION](#)

[Underlying Assumptions](#)

[Roles and Responsibilities of the Department of Education](#)

[Roles and Responsibilities of the School Board/District](#)

[The Superintendent will:](#)

[The Director of Curriculum/Instruction and Program Services/PD will:](#)

[Roles and Responsibilities of the School](#)

[The Principal will:](#)

[The School Counsellor will:](#)

[The Local Facilitator will:](#)

[Roles and Responsibilities of the Distance Education Instructor](#)

[Roles and Responsibilities of the Distant Education Learner](#)

[Parental Information:](#)

[SUGGESTED TOPICS FOR FIRST MEETING WITH STUDENT:](#)

[First Meeting Sample Agenda](#)

[SUGGESTED AGENDA FOR ON-GOING MEETINGS:](#)

[*Sample Agenda for On-going Meetings*](#)

[Approved English Distance Education Courses](#)

[Course description](#)

[Canadian History 122](#)

[Political Science 120](#)

[Economics 120](#)

[World Issues 120](#)

[Introduction to Accounting 120](#)

[Computer Science 110](#)

[Computer Science 120](#)

[Writing 110](#)

[Canadian Geography 120](#)

[Law 120](#)

What is an on-line course?

- It is a course where the content is on-line, organized in an environment called a learning management system (LMS).
- This system includes a host of communication and collaboration tools such as e-mails, pagers, discussion forums and blogs.
- The course has similar expectations and instructional content as a regular course offered in school.
- Course content is quite varied; for example, there are several interactive activities in the form of learning objects (i.e. activities, animations, videos, audio items and multimedia products available in various formats such as Word, PowerPoint, PDF and Flash), or in the form of discussions that the student initiates with the other students in the classroom. There are also diagnostic assessments as well as formative and summative assessment tasks as in a regular classroom.
- In the same capacity as a course offered in class, on-line courses are awarded credits.

Source: Adapted and translated from <http://www.apprentissageenligne.org/>

Who can register for distance education?

Any student in one of Prince Edward Island's public schools can register for distance education. The on-line course must be part of their schedule. The principal must ensure that the students are able to work independently and that the students have the technical and language abilities required to succeed.

Can students in particular circumstances be registered for on-line courses?

Special circumstance students are students registered at school but, because of a severe illness, cannot physically attend class. To register a special circumstance student, the school must submit its request to the Inclusive education consultant and the curriculum director or leader responsible for distance education at the School Board. A committee will be formed to review all requests from the schools.

The committee will be formed by :

- Curriculum Director or Leader from the School Board;
- Inclusive education consultant from the School Board; and
- The Distance Education Specialist from the Department of Education

The student may be required to provide the committee with a **diagnosis** from a specialist, such as a pediatrician or psychologist. Should the student be authorized to take the course on-line at home, the school or the School Board is responsible to provide a tutor to supervise during tests and exams.

The Department of Education can cover the cost of the registration within the limit of the annual financial allocation provided to each school board for distance education. If maximum has been reached and the school board decides to register more students, the School board must cover the cost of each additional seat.

The School or School board will ensure that the student has the technologies required to succeed. If available, technological support maybe also provided to a limited number of students by the DEECD.

What is the difference between an on-line course and a regular course?

- The following is what is similar to a regular classroom:
 - Course content is similar and part of a framework program approved by the Department of Education.
 - The students must study the subject matter.
 - They are responsible for doing their reading.
 - They must do their homework (formative assessments).
 - They must do tests and exams (summative assessments).
 - Their teacher is there and they can communicate with him or her every day.
 - There are other students taking the same course; they are therefore part of a virtual classroom.
 -
- The following is what is different from the classroom:
 - Course content (course notes) are accessible by computer.
 - Students work with various on-line tools (i.e. digital portfolio, distance communication software, discussion forums, chatting).
 - The teacher and students are at a distance and the students must communicate with them using various means (i.e. telephone, e-mail, specialized communication software).
 - Students must be open to use software that can be new to them. The software, as are course manuals, is provided by the Department of Education.
 - Because an on-line course allows for greater flexibility in time management, students must develop their capacity to prioritize duties and manage their time to respect deadlines provided by their on-line teacher.

Source: Adapted from <http://www.apprentissageenligne.org/>

What are the advantages of on-line courses?

On-line courses allow students to:

- take a course that interests them even if it is not offered at their school;
- take a course that they cannot take in school because of scheduling conflicts;
- obtain the credits needed for graduation;
- learn in a new way;
- develop the skills required in the 21st century such as independence, time management, use of communication and information technology, distance collaboration and reflective thinking.

Source: <http://www.apprentissageenligne.org/>

How to get a new on-line course approved

A list of not yet approved courses that are offered through our provider will be provided by Distance education Specialist in October.

When your needs in terms of unapproved courses are identified, they must be sent to the school board's director of instruction. The school board is responsible for sending the requests to the Department of Education for approval.

How to register students for distance education

Students can be registered for an on-line course at the beginning of each session. The cut-off dates will be provided by the Department of Education's distance education specialist. To register students, the school principal must complete the request including the students' information in an Excel document. Once filled out, the document must be sent by e-mail to the Department of Education's distance education specialist as well as to the school board's director of instruction.

Can students change courses when they are registered in on-line courses?

Students can attend two of their on-line classes before making their decision. If students attend more than two classes, the Department of Education has to pay for the course.

When there is a course change or registration cancellation, the school must note the change in the Excel document provided by the Department of Education and send it to the distance education specialist before the cut-off date.

Is there a maximum number of students who can register?

A school can register a maximum of 8 students in the same course. It can present a request for more students to the Department of Education. The request will be reviewed by a committee made up of members of the school board and representatives of the Department of Education. The Department of Education reserves the right to establish a maximum number of funded seats. However, if maximum has been reached and the school board decides to register more students, the School board must cover the cost of each additional seat.

MINISTER'S DIRECTIVE NO. MD 2008-05

Distance Education

Supersedes [MD No. 2001-05](#)

Pursuant to section 8 of the School Act, R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Distance Education:

1. **Application**
This directive applies only to courses delivered within the jurisdiction of the school during the school day.
2. **Definition**
Distance Education is a mode of instruction in which the student and teacher are separated in either time or space or both, and where two-way communication takes place through non-traditional means for the most part. There is a broad range of both individualized and team instructional approaches and strategies used in distance education. Distance education communication may utilize various technologies and media, including but not limited to print, computers and computer networks, telecommunications, and audio-visual equipment and resources.

Supervision is the act of overseeing the course of study and monitoring student activities.
3. **Purpose**
Distance Education is seen as a means to provide students with equitable access and/or a diversity of programs as approved by the P.E.I. Department of Education.
4. **Beliefs**
 - a. Regardless of site, personal interaction between teachers and students is fundamental to the teaching and learning process. On-site teaching is the preferred mode of instruction.
 - b. Distance education programs must be consistent with the Philosophy of Education for P.E.I. and its curriculum.
 - c. Distance education must be guided by sound pedagogical principles that support an effective teaching and learning environment.
 - d. Teacher education programs in P.E.I. should include instruction in distance education policies, programs, and instructional strategies.
5. **Delivery**
 - a. Teachers delivering distance education courses must be certified in a Canadian province or territory or be approved by the Registrar of the Department of Education as being eligible for an instructional license in the Province of Prince Edward Island.
 - b. Students enrolled in distance education courses will be under teacher supervision at the receiving site.
 - c. Duties assigned to teachers as a result of their students being involved in a distance education course shall be considered part of their regularly assigned duties.
6. **In-Service**
The Department of Education will ensure that, where appropriate, teachers participating in the delivery of distance education courses will receive in-service in distance education.
7. **Curriculum and Accreditation of Courses**
Courses offered by distance education must be authorized by the Department of Education.
8. **Student Access**
Distance education courses may be offered to students in any grade level.

Dated at Charlottetown this 18th day of August, 2008.

Gerard Greenan, Minister Of Education and Early Childhood Development

Calendar

February	Deadline to register a student Modify/unregister a registration
April	Send request for unapproved courses to the Schoolboard
April 15th	Registrations for first semester accepted
June 1st	Dead line for unapproved courses request
September	Deadline to register student Modify/unregister a registration
October	Send request for unapproved courses to the Schoolboard
November 15th	Registrations for second semester accepted
November 20th	Dead line for unapproved courses request

*Dates will be provided by the distance education specialist from the Department of Education

ROLES AND RESPONSIBILITIES FOR DISTANCE EDUCATION

Prince Edward Island Department of Education

Implementation of MINISTER'S DIRECTIVE, NO. MD 2001-05, Distance Education

Underlying Assumptions

- \$ Distance Learning allows students access to optional or advanced level courses and it provides increased flexibility in scheduling in all schools if pre-requisites are satisfied.
- \$ Students will continue to be fully included in the school staffing ratio while taking a course by distance education.
- \$ Students working independently on distance education courses will be appropriately supervised by instructional staff.
- \$ To adequately allow for school site specific circumstances, local procedures, computer access, supervision, and selection of local facilitators for distance education will be determined by board/district and school personnel.
- \$ Initial course offerings not presently offered or delivered in respective schools on Prince Edward Island may be provided using resources that have been field tested and authorized in other provincial jurisdictions, and map closely to the subject curriculum and program outcomes that are delivered in Prince Edward Island.
- \$ Distance education opportunities that are contemplated in the Minister=s Directive refer to online experiences that are approved by the Department of Education and occur within a school building during the school day and under the supervision of instructional staff. Courses will require work outside of class time. Students might gain computer access at school, in the community or at home. However, access outside of school is the responsibility of the student and his/her parents.

Roles and Responsibilities of the Department of Education

- \$ ensure that superintendents are aware of distance education courses,
- \$ provide access to or develop particular distance education course offerings,
- \$ work with board/district personnel to provide in-service for local facilitators, and
- \$ work with board/district personnel to ensure that schools have the resources to receive distance education courses.

Roles and Responsibilities of the School Board/District

The Superintendent will:

- \$ authorize and support distance education as an option for course delivery,
- \$ provide information to principals regarding availability of distance education courses, and
- \$ monitor issues relating to distance education delivery.

The Director of Curriculum/Instruction and Program Services/PD will:

- \$ be familiar with the roles and responsibilities of each stakeholder in distance education,
- \$ assist schools in determining appropriate local distance education environments for the current school year, and
- \$ liaise with schools and Department of Education to provide in-service for local facilitators.

Roles and Responsibilities of the School

The Principal will:

- \$ authorize and support courses delivered through distance education,
- \$ communicate to staff, students and parents the availability of courses and the process involved in learning through distance education,
- \$ be familiar with the skills and abilities required to be a successful student in distance education,
- \$ select a teacher as a local facilitator who has an interest in participating in an on-line environment and has a working knowledge of communication and information technology tools,
- \$ develop an in-school registration process for distance education,
- \$ ensure student registration is complete and submitted in a timely manner,
- \$ obtain approval from superintendent for distance education,
- \$ liaise with school board/district and Department of Education staff to facilitate the implementation of the distance education environment,
- \$ ensure distance education students understand and adhere to the Directive for the Acceptable Use of Computer and Information Technology,
- \$ provide students with required materials for the courses being offered, and
- \$ communicate with parents the roles and responsibilities associated with distance education.

The School Counsellor will:

- \$ be familiar with courses authorized for delivery through distance education,
- \$ be familiar with the registration process; and
- \$ be familiar with the skills and abilities required to be a successful student in distance learning.

The Local Facilitator will:

Startup Phase

- \$ be familiar with courses delivered through distance education,
- \$ understand the registration process,
- \$ be familiar with the skills and abilities required to be successful in a distance learning environment,
- \$ understand course material requirements,
- \$ pre-determine the degree to which course materials and technology tools are available in the school, and
- \$ meet students to discuss roles and responsibilities of the student as a distance education learner.

Student Learning Phase

- \$ ensure students know how to communicate within the framework of the distance education course,
- \$ maintain regular contact with the distance education instructor and parent/guardian,
- \$ meet with each student enrolled in a distance education course during the first week of the course, (See: First Meeting Sample Agenda)
- \$ meet regularly with each student throughout the semester, (See: Sample Agenda for On-going Meetings)
- \$ provide/arrange for supervision,
- \$ communicate with the distance education instructor and or the Education Help Desk on behalf of the student, for technical interruptions and procedural difficulties,
- \$ have Site Technology Contact (STC) create a user account and assign appropriate tools,
- \$ maintain proper documentation at the school level, and
- \$ report final mark to the homeroom teacher or guidance as per school policy.

Technology and Technical Support

- \$ receive training on using technology tools to support distance education,
- \$ work with school board/district and department staff and the principal to ensure hardware, software and other resources are available,
- \$ report technical problems to the STC, Help Desk or distance education instructor,
- \$ ensure that students adhere to the Directive for the Acceptable Use of Computer and Information Technology, and ensure that students have access to the required technology during school hours.

Communication between School and Distance Education Instructor

- \$ monitor student access and progress in the course and communicate with the appropriate stakeholders,
 - \$ monitor and convey any illness or family problems with the distance education instructor,
 - \$ consult with the distance education instructor on ways to support student progress, and
- Provide suggestions for improving any aspects of course content and/or delivery to the distance education instructor.

Roles and Responsibilities of the Distance Education Instructor

- \$ develop and communicate student expectations for their course,
- \$ consult regularly with the local facilitator regarding student progress, problems, and issues,
- \$ provide support to the distance education learners,
- \$ communicate with distant education learners on a timely basis,
- \$ provide opportunities for on-going feedback from students,
- \$ provide access to the required tools specific to the distance education opportunity,
- \$ visit schools, when possible,
- \$ up-date course content,
- \$ report student progress,
- \$ host distance learning discussions and seminars,
- \$ provide School Boards/Districts and Department of Education with information and updates as requested,
- \$ assist with in-service activities as required,
- \$ improve technological skills to enable course improvements,
- \$ participate in course evaluation,
- \$ have a working knowledge of the hardware and software requirements for the course, and
- \$ report technical difficulties to the local facilitator, STC, or to the Service Centre.

Roles and Responsibilities of the Distant Education Learner

- \$ before registering, distance education learners need to consider their individual ability to:
 - \$ possess good reading comprehension skills,
 - \$ learn and work well independently,
 - \$ view learning positively,
 - \$ be self-disciplined,
 - \$ problem-solve,
 - \$ think critically,
 - \$ commit time required to manage and complete the distance education course,
 - \$ have ability to express oneself in writing,
 - \$ manipulate a computer, and
 - \$ value the role of technology in learning.
- \$ discuss distance education intentions with parents/guardians, local facilitator, and/or school counsellor,
- \$ register for the course,
- \$ be instructed in, understand, and follow the Directive for the Acceptable Use of Computer and Information Technology, and
- \$ complete and submit the on-line survey when the course is complete.

Parental Information:

- \$ parents should be aware of the roles and responsibilities of the distance education learner, and
- \$ parents should follow the progress of their child's work through regular contact with the local facilitator.

SUGGESTED TOPICS FOR FIRST MEETING WITH STUDENT:

First Meeting Sample Agenda

- \$ provide the URL for the distance education learners' portal,
- \$ assist students in connecting to their course site,
- \$ assist students in bookmarking the URL on their computer,
- \$ provide the student with their User ID and password in a confidential manner,
- \$ help students to send an initial e-mail to their distance education instructor and local facilitator,
- \$ ensure students have access to course material,
- \$ discuss software requirements for students working from home,
- \$ discuss the Acceptable Use of Computer and Information Technology directive with students and ensure that it is signed by the parent/guardian,
- \$ go over acceptable chat room, discussion and white board etiquette with the student,
- \$ assist and supervise students as they go through the introductory activities associated with their course,
- \$ go over proper steps for submitting assignments, and
- \$ schedule follow-up meetings as required.

SUGGESTED AGENDA FOR ON-GOING MEETINGS-:

Sample Agenda for On-going Meetings

- \$ review students= access and progress in course,
- \$ help students establish good work habits, personal goals and objectives,
- \$ help students establish deadlines for mastering content and completing assignments,
- \$ provide an opportunity for students to convey their concerns and discuss the problems they may be experiencing with the course,
- \$ encourage problem solving techniques that allow student input for solutions,
- \$ encourage students to:
 - \$ maintain regular contact with their distance facilitators,
 - \$ check e-mail daily,
 - \$ participate in discussions and Web board activities,
 - \$ schedule subsequent, regular meetings with the student and assist students in recording these meeting dates on their course calendar, and
 - \$ follow-up on students who do not show up for meetings.

Approved English Distance Education Courses (2016-2017)

Semester		Fall	Winter
Arts			
Mathematics			
Foundation of mathematics 11	MAT521A	✓	✓
Languages			
Mi'kmaq 110	OPC	✓	
English 122	ENG621A	✓	✓
Writing110	WRI521A	✓	✓
Skilled Trades and Technology			
Business organization	OPC	✓	✓
Computer science 11	CMP521A	✓	✓
Computer science 12	CMP621A	✓	✓
Creative multimedia	CMM801A	✓	✓
Introduction to Accounting	ACC621A	✓	✓
Tourisme (French)	TOU521P	✓	✓
Science			
Environmental science (French)	SCI801P	✓	
Physics 11	PHY521A	✓	
Physics 12	PHY621A		✓
Social studies			
Canadian history	HIS621		✓
Geography 10	GEO421A		✓
Geography 12 : World issues	GEO621A	✓	
Law	LAW521A	✓	
Political science	POL621A	✓	

Requirements:

Most courses require headset and microphone, Flash Player (latest version), Photo Story, Office 2007 or 2010 (or Open Office), and Internet Explorer 8.

Course description

Canadian History 122

Prerequisite(s): None

Course Content: Canadian History 122 is a study of post-Confederation Canada with an emphasis on the twentieth century. The course is divided into eras, starting with "The MacDonald Years" (1867-1896) and ending with "Canada and the Global Community" (1945-Present). Student focus will be directed to themes of: English-French relations, First Nations rights/issues, continentalism, regionalism and Canadian social identity.

Resources	Type	Required
<i>Canada, A North American Nation: Post-Confederation</i> , Bennett, Paul W., Jaenen, Cornelius J. and Brune, Nick. Toronto: McGraw-Hill Ryerson, 1997. If not available, any recent Canadian History text may be substituted. Note - this is an optional resource.	Textbook	

Political Science 120

Prerequisite(s): None

Course Content: Political Science 120 is an introductory course designed to develop a basic understanding and knowledge of the world's political ideologies and systems. Throughout the course students will be expected to assess and compare the merits of those ideologies and systems to the Canadian system.

Resources	Type	Required
<i>Ideologies</i> , Baldwin, Douglas, et al. 3rd ed. Toronto: McGraw-Hill Ryerson, 1997. (Note: Digitized version of text is found online as part of course content.)	Textbook	<input checked="" type="checkbox"/>
<i>How We Are Governed in the 90's</i> , Ricker, John, and Saywell, John. Concord, Ontario: Irwin, 1991. (Note: This text is not required, as the course contains direct links to a website containing all required material.)	Textbook	
<i>Politics - Conflict and Compromise</i> , Boyko, John. Toronto: Oxford University Press, 1990. (Note: Digitized version of text is found online as part of course content.)	Textbook	<input checked="" type="checkbox"/>

Economics 120

Prerequisite(s): None

Course Content: Economics 120 provides students with a basic understanding of the Canadian economic system and the interacting roles of its major economic institutions. The course is designed to develop an awareness of the concepts and techniques used in making economic decisions and to ensure a better understanding of the major economic problems of the day. Students will be required to complete several assignments as well as one major research project in this course.

Resources	Type	Required
<i>Made in Canada</i> , Thexton, James D. 3rd ed. Toronto: Oxford University Press, 1996.	Textbook	
<i>Ideologies</i> , Baldwin, Berube, Booi, Jones, Ramsay and Spira. 3rd ed. Toronto: McGraw-Hill Ryerson. 1997.	Textbook	

World Issues 120

Prerequisite(s): None

Course Content: World Issues 120 examines various current events that are global in nature and that require a global solution. The concept of the global village is studied, as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the world have a global impact.

Resources	Type	Required
Any recent World Issues 120 text	Textbook	

Introduction to Accounting 120

Prerequisite(s): Basic knowledge of spreadsheet applications would be beneficial.

Course Content: Introduction to Accounting 120 introduces students to skills necessary for general accounting and bookkeeping. The nine-module course, both academic and practical, will emphasize: steps of the service industry's accounting cycle, accounting processes from a business event to year-end reporting and the basics of spreadsheets. Students will receive a solid grounding for post-secondary study in business as well as skills for employment and/or personal finance.

Computer Science 110

Prerequisite(s): None

Course Content: Computer Science 110 teaches the fundamentals of structured programming and the program development cycle. Students will learn to use basic programming constructs to write simple programs using the Visual Basic programming language. More advanced topics, including graphics and animation, are also introduced. Computer Science 110 is recommended, but not required, as a prerequisite for Computer Science 120.

Resources	Type	Required
Visual Basic 2010 Express Edition	Software	<input checked="" type="checkbox"/>
1 GB of RAM	Hardware	<input checked="" type="checkbox"/>

Computer Science 120

Prerequisite(s): Computer Science 110 recommended, but not required

Course Content: Computer Science 120 is recommended for students with a strong interest in computer programming. Students will learn the basic syntax of the Java language, program Java Applets and write simple programs using object-oriented design principles. The course provides a good foundation for students who wish to pursue a post-secondary program in computer science.

Resources	Type	Required
Windows Notepad	Software	<input checked="" type="checkbox"/>
1 GB of RAM	Hardware	<input checked="" type="checkbox"/>

Writing 110

Prerequisite(s): None

Course Content: Writing 110 explores the craft of writing, which focuses on the process as well as the final product. The workshop approach is employed; students engage in writing conferences with the Writing 110 instructor to work through stages of the writing process. Students choose their own writing topics, and their own writing resources to pre-write, draft, revise, edit, and proofread several kinds of writing: Personal narrative (from which students create a digital story), descriptive, editorial, public service announcement, speech, and a procedure. Students work in writing communities with their peers to exchange feedback and encourage progress. The course culminates with the compilation of a writing portfolio in which students showcase and reflect upon their progress during the semester.

Canadian Geography 120

Prerequisite(s): None

Course Content: Canadian Geography 120 is an introductory course on the economic and social geography of Canada. The course is designed to introduce Canada, its landforms and climate, and how these have related to our patterns of settlement and the development of our economic base. It is a study of the ever-changing cultural and physical landscapes of Canada and how they impact on each other. It examines physical systems and how they interrelate with man-made systems and structures. The course concludes with a look at an environmental issue currently of importance to the lives of Canadians. The course is completed through a series of specific subject-related projects.

Resources	Type	Required
<i>Canada: Exploring New Directions</i> , Swatridge, Leonard, et al. 4th ed. Toronto: Fitzhenry & Whiteside, 2000 (Note: 3rd edition is also acceptable for use.)	Textbook	
Access to a scanner	Hardware	<input checked="" type="checkbox"/>

Law 120

Prerequisite(s): None

Course Content: Law 120 introduces students to general concepts of the law and the courts. Areas of study include the origins of the Canadian legal system, criminal law, civil and human rights and torts/civil law. Case studies are used to illustrate situations within these areas of law.

Resources	Type	Required
<i>Law in Action</i> , Blair, Costiniuk, O'Malley and Wasserman. 1st ed. Toronto: Pearson Education Canada Inc., 2003.	Textbook	
<i>Take Notice: An Introduction to Canadian Law</i> , Spetz, Steven and Spetz, Glenda. 3rd ed. Toronto: Copp Clark Pitman Ltd., 1989.	Textbook	
<i>All About Law</i> , Gibson, Dwight L. et. al. 4th ed. Toronto: Nelson, 1996.	Textbook	