Distance Learning (DL) Addendum

AP 4105 indicates that "Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education."

To assist faculty in preparing their DL Addendum, the wording provided below represents the standards we embrace in our online courses. Language is provided to cut and paste or edit as appropriate to your course. If you have any questions about sections in the DL addendum that are not outlined below, feel free to contact Maria Fernandez, DL Faculty Coordinator (fernandez@siskiyous.edu). The curriculum committee members are also available to answer your questions.

Section 1: How will course quality standards will be maintained?
Source: Title 5: 55202
Course Quality Standards: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process.

Suggested wording:

1. Distance education courses will utilize the same syllabus, textbook, and assessment activities as the traditional course offering.
2. Weekly modules in online and hybrid courses will provide the opportunity for ongoing lecture, discussion, and assessment activities for both the student and the instructor.
3. Course lectures will be delivered via Canvas modules through one or more of the following methods: text and/or video lectures, audio podcasts, module content pages, video-conferencing. [provide additional methods if desired]
4. Instructor will provide ongoing and timely feedback to students through one or more of the following methods: private messaging through Canvas Inbox, email, chat/text messaging, videoconferencing, telephone, personalized assignment feedback, discussion board postings, virtual or campus office hour appointments.
5. Students will have access to fellow students through discussion boards and/or small group assignments, via Canvas Inbox, and/or through collaborative projects.
6. Online courses will have a proctored event to ensure academic integrity and to verify identification. Students will be allowed to utilize the nearest approved proctoring center or the campus-approved proctoring software. Additional fees for the student may apply.

7. Hybrid courses may also require proctored exams, including the final exam. Students will be allowed to utilize the nearest approved proctoring center or the campus-approved proctoring software. Additional fees for the student may apply.
8. For video-conferenced offerings, all locations will have access to staff persons to assist in classes, as needed, with the technical aspects of the course delivery.

Section 2: How will the course ensure regular and effective contact between instructor and students, and among students?

Source: Title 5: 55204

Instructor Contact: All approved courses offered as distance education shall include regular effective contact between instructor and students, and among students. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

Suggested wording:

In order to ensure effective contact between instructor and students, and among students, this course may utilize any of the following strategies: asynchronous office hours conducted via the CMS, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, supplemental seminar or study sessions, field trips, library workshops, regular course announcements published via the CMS and disseminated to all students enrolled, regular and prompt feedback regarding student work, leading themed discussions regarding the course materials and objectives via the CMS, facilitating student-to student contact and virtual student groups. [Include other methods if desired] Students will be notified when to expect assignment grading and feedback, and response times for student-initiated questions or comments will be clearly communicated via the course syllabus and in a course introduction module. Students will also be notified if there are unexpected delays in posting feedback or if the instructor will not be available on certain days or times.

Section 3: Delivery Methods

If you are revising course outlines for distance learning components, please select as many of the following options as appropriate: Video-conference, online, or hybrid. This will save time in the long run if COS needs to offer the other options at a later date. ONLY select options that are appropriate for the course.

__ Video-conference
__ Online (Internet delayed)
__ Hybrid (51% or more online)
__ Hybrid (less than 51% online)

Section 4: How does offering the course by this additional mode(s) of delivery meet the needs of students?

Suggested wording:

Additional delivery modes provide students with transportation or scheduling issues improved access to this course offering. In addition, working students are better served due to time flexibility afforded by online delivery.

Section 5: What additional expenses, such as licensing fees, will be required to offer this class if taught at a distance?

Suggested wording:

None or N/A.

If you do expect you will need a license for any online content, check with your Dean or Program Director.

Section 6: If this course has a lab component, explain how labs will be performed. Will the lab be delivered by distance education or taught in person by instructional faculty?

Suggested wording:

The course does not have a lab component.

Or use the following:

The online laboratory portion of this course will be fulfilled by completing a combination of online virtual activities or simulations, at-home hands-on activities, and/or autonomous field experiences. Specific examples of activities can be found in the lab content section of the COR. Hybrid courses may include on-campus lab activities and online virtual activities or simulations, at-home hands-on activities, and/or autonomous field experiences.

Section 7: Accessibility in Distance Learning Courses
Source: Title V: Title 5: 55200
COS AP 4105: Instructors will…with the support of appropriate institutional resources, ensure that all course materials used in their courses are accessible to students with disabilities.

Please read the following:

The college LMS is fully accessible and it is the instructor's responsibility to ensure that all course materials including but not limited to, publisher content, print media, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant. Students have the right to request reasonable modifications to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access to requirements, services, facilities or programs through the Disabled Student Program & Services (DSPS).

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings. Distance education courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

After reading the statement above, is there any aspect of the course that cannot be made accessible to students with disabilities?

YES _____   NO _____

If yes, briefly explain the problem and how that problem is resolved in the regular face-to-face class.