

## Distance Learning (DL) Addendum

Discipline: \_\_\_\_\_

Course Number: \_\_\_\_\_

Faculty/Department Contact: \_\_\_\_\_

The DL Addendum represents the standards we embrace in our Distance Learning courses. Title V requires a separately reviewed addendum to the course outline of record for any existing or new DE courses, including hybrid courses. Additionally, COS AP 4105 indicates that all proposed or existing courses 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.

Additionally, Title V specifically related to Distance Learning indicates the following:

- Title 5, 55202; Course Quality Standards: The same standards of course quality shall be applied to distance education as are applied to in-person 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.
- Title 5, 55204; Instructor Contact: All approved courses offered as distance education shall include regular effective contact between instructor and students, and **among** students. Contact can be synchronous or asynchronous. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- Title V, 55206; Separate Course Approval: The DL addendum must “address how course outcomes will be achieved in a distance education mode,” should specify how the course maintains regular and effective contact, and how the course adheres to the Americans with Disabilities Act and section 508 of the Rehabilitation Act.

**Instructors: Please fill out the form completely.** Incomplete forms will be returned to submitter. If you have any questions about sections in the DL addendum, contact Maria Fernandez, DL Faculty Coordinator (fernandez@siskiyous.edu).

### Section 1: Delivery Methods

If you are revising course outlines for distance learning components, please select as many of the following options as appropriate: Videoconference, online, or hybrid. This will save time if your program would like to offer the other options at a later date. **ONLY** select options that are appropriate for the course.

- |   |  |
|---|--|
| <input type="checkbox"/> Videoconference                          | <input type="checkbox"/> Hybrid (51% or more online)   |
| <input type="checkbox"/> Online (Synchronous and/or Asynchronous) | <input type="checkbox"/> Hybrid (less than 51% online) |

## Section 2: Course Quality Standards.

Please review the following items and indicate general understanding of course quality standards specific to distance learning.

- Distance Learning courses will provide a syllabus, a textbook or open educational resources as indicated in the COR.
  - Weekly modules in online and hybrid courses will provide ongoing course content and activities sufficient to meet the unit objectives.
  - Distance Learning courses will provide opportunities for regular formative and summative assessment activities that allow for timely feedback and that lead to the demonstration of learning outcomes.
  - 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.
  - 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.
  - For videoconferenced offerings, all locations will have access to staff persons to assist in classes, as needed, with the technical aspects of the course delivery.
- I understand that the above items represent the minimum course quality standards specific to distance learning at College of the Siskiyous.**

## Section 3: Regular, Effective Contact

To ensure that regular, effective instructor-to-student contact and student-to-student contact takes place, select the potential types of interaction that will be utilized in this course.

### 1. Information Delivery (must meet accessibility standards)

- |   |  |
|---|--|
| <input type="checkbox"/> Procedural announcements         | <input type="checkbox"/> Podcasts or other audio content |
| <input type="checkbox"/> Course materials/modules         | <input type="checkbox"/> Webinars                        |
| <input type="checkbox"/> Personalized audio/video content | <input type="checkbox"/> Discussion forums               |
| <input type="checkbox"/> Online video                     | <input type="checkbox"/> Listserv                        |
| <input type="checkbox"/> Internet resources               | <input type="checkbox"/> Voice Thread/Flip Grid          |
| <input type="checkbox"/> Library/database resources       | <input type="checkbox"/> Other _____                     |
| <input type="checkbox"/> Webcasts or other video content  | (please describe)  |

### 2. \*Regular Effective Contact

#### a. Between Instructor and Students\*

- Reactive and observational announcements
- Regular course announcements
- Canvas chat or Pronto
- Messaging
- Regular and timely feedback on student work
- Responding to discussion forums
- Siskiyous Zoom or Pronto
- Timely webcasts or other video content
- Online office hours
- Contact student via the phone
- Other \_\_\_\_\_ (please describe)

**b. Among Students: Proximal Discovery\***

- Canvas Chat/Pronto
- Class Q&A forum
- Voluntary study partners/groups
- Class blog or Canvas wiki page
- Other \_\_\_\_\_ (please describe)

**c. Among Students: Formal/Structured\***

- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review
- Other \_\_\_\_\_ (please describe)

**3. Hybrid/In-Person Contact**

- Personal orientation sessions
- In-person group meetings
- In-person review sessions
- In-person examinations
- Rehearsal/performance/critique
- Other \_\_\_\_\_ (please describe)

**\*Comments:**

Distance Learning courses **must have regular effective instructor-to-student and student-to-student interactions.** These interactions must be interactions initiated by the instructor and opportunities for student initiated interaction. In addition to formal types of interactions, proximal discovery allows for those off-the-cuff interactions (unassigned) that happen before and after class where students are sharing/interacting in a more social, impromptu manner and that can get lost in an online course where students aren't physically in each other's presence.

#### **Section 4: Labs in the Distance Learning Environment**

- The course does not have a lab component.

**Or select as many as apply:**

The laboratory portion of this course will be fulfilled by

- |   |   |
|---|---|
| <input type="checkbox"/> virtual activities or simulations                  | <input type="checkbox"/> on-campus lab activities         |
| <input type="checkbox"/> at-home hands-on activities via purchased lab kits | <input type="checkbox"/> other _____<br>(please describe) |
| <input type="checkbox"/> autonomous field experiences                       |   |

#### **Section 5: Accessibility**

Note: Instructors should verify that all course material they create or add to their courses is accessible to their students, including but not limited to third party tools and platforms (publisher content, LTI/Apps, etc) and external websites.

**Please read the following:**

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. One of the primary concepts of Distance Education is to offer students “Learning anytime, anywhere.” Therefore, all DE courses and resources must be designed to afford students with disabilities maximum opportunity to access distance education resources “anytime, anywhere” without the need for outside assistance (i.e., sign language interpreters, aides, etc.). 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.