

Mendocino College

Curriculum Committee and Distance Education Standing Committees of the Mendocino College Academic Senate

Distance Education Course Approval Guidelines and Distance Education Addendum to the Course Outline of Record (COR) (New and Existing Courses)

Definitions

Online course never requires a meeting on campus but does require instructor initiated regular and substantive interaction with the students, either synchronously or asynchronously. These courses are conducted entirely over the internet where course materials are posted on the course website, housed in the approved Course Management System (CMS).

Hybrid course combines online learning with scheduled face-to-face class sessions on campus with the instructor. The campus sessions meet at the scheduled days, times, and defined location as indicated in the schedule of classes.

Correspondence course provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced. Mendocino College does not offer correspondence courses.

CMS: Course Management System. Distance Education courses at Mendocino College must be delivered in the college-approved CMS.

Title 5, Section 55200 defines distance education as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. ... In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).”

This implies...:

At Mendocino College, the term Distance Education applies to online and hybrid but not to web-enhanced courses or to correspondence courses. Additionally, Section 55200 also specifies that all distance education content and delivery **must** be accessible to all learners.

Title 5, Section 55202 addresses **distance education course quality standards** and expects that “[t]he same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process.”

This implies...:

Online and hybrid courses at Mendocino College are expected to have the same course quality standards as face-to-face instruction. Instructors should develop, teach, modify and reevaluate their courses to ensure that best practices in instructional design and implementation are followed.

Title 5, Section 55204 requires **interaction between the instructor and the student** and specifically states that “any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental

seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.”

This implies...:

Mendocino College faculty should make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design and delivery. Per Mendocino College Board of Trustee AP 407.1, regular effective contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status.

Examples of regular effective contact may include, but are not limited to, asynchronous office hours conducted via the CMS, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, 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, etc. Lack of activity in the course such as in the CMS or third-party websites indicates a lack of regular effective contact.

Title 5, Section 55206 requires a **separate approval process for distance education courses** and states that “[i]f any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.”

This implies...:

At Mendocino College, all online and hybrid courses need to be approved by the Curriculum Committee via a separate approval process that includes the following **prior** steps: 1) submission of a COR update via eLumen; 2) completion of the Distance Education Addendum form attached to the COR; and 3) approval of the DE Addendum by the Distance Education Coordinator.

The attached Distance Education Addendum (DEA) form assures that the student learning outcomes of the course will be achieved in the online delivery mode, makes clear that online instructors will maintain regular, substantive, and effective contact and interaction between themselves and students, and ensures that the online or hybrid course will be accessible to all students.

Resources

If you need assistance with any aspect of revising a course for online delivery or with any aspect of multimedia accessibility, please contact: Distance Education Coordinator, (707) 467-1024.

If you need assistance, clarification or reasonable accommodations that the college can make, please contact: Disability Resource Center, (707) 468-3032.



Distance Education Course Outline Addendum

Subject Name and Course Number: _____ Date: _____

Cross-listed Subject Name and Course Number (if applicable)

1. **Student Learning Outcomes.** List each exactly as it appears in the course outline of record and explain how each SLO will be adapted in the online delivery format.

Student Learning Outcomes (SLOs)	Online adaptation: activities, enhanced lecture materials, etc. For each SLO please be specific. Refer to 2A and 2B for suggestions.

2. Methods of Instruction: Instructor/Student Contact

A. Information Delivery

- Procedural Announcements
- Course Materials/Modules
- Personalized Audio/Video Content
- Online Video
- Internet Resources
- Library/Database Resources
- Electronic Databases
- Webcasts or other video content
- Podcasts or other audio content
- Webinars
- Discussion Forums
- Other (please explain)

B. Regular and Substantive/Effective Contact

- Reactive and Observational Announcements
- Chat Rooms
- E-mail
- Instant messaging
- Private messages
- Responding to Discussion Boards
- E-Conferencing/Video Conferencing
- Timely Webcasts or other video content
- Timely Podcasts or other audio content
- Other (please explain)

C. Hybrid/In-Person Contact (if appropriate)

- Personal Orientation Sessions
- In-Person Group Meetings
- In-Person Review Sessions
- In-Person Examinations
- Other (please explain)

If webcasts, podcasts, or any audio/video content boxes are checked, explain how they will be made accessible and section 508 compliant.

Comments:

Online courses must have regular and substantive instructor/student contact and interaction initiated by the instructor. This includes but is not limited to examples listed under 3.B above and/or (a) themed discussions/interactions between instructor and students, (b) interactive assignments between instructor and student, and (c) instructor feedback and communication of course progress to students.

After reading the statement above, is there any reason that regular and substantive contact cannot be maintained? YES NO

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

Note: It is the instructor's responsibility to ensure that all course materials including, but not limited to, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant.

3. Hours for Content Delivery and Interaction

Please show the approximate hours anticipated for student activities that take place to fulfill the requirements of "in-class" time as indicated on the course outline of record. For example, a 3 unit/3 hour lecture course has 51 hours of "in-class" time. Activities can include reading lesson module, quizzes and exams, participation and discussion forums, or mandatory face-to-face meetings (hybrid only). Activities DO NOT include activities which would normally be expected as homework such as reading the text and preparing and studying for exams.

Activity	Online Hours	Face-to-Face Hours (Hybrid only)	Total Hours per Semester
If hybrid course- use a range of hours to reflect the scheduling needs of the course.			

4. ACCESSIBILITY

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 (DE) 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.

Note: It is the instructor’s responsibility to ensure that all course materials including but not limited to, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant. For more information contact the DE Coordinator or Disability Resource Center.

5. SUBSTANTIVE CHANGE

Accreditation requirements stipulate that before 50% or more of the required units that make up a certificate or program are offered via distance education, a substantive change report must be filed and approved. Please review your department's distance education offerings and determine whether offering this class online would trigger a substantive change requirement. ***If so, although the course may be tentatively approved by the Curriculum Committee, it cannot be offered online until the report is filed and accepted.*** Your signature below indicates you are aware of this requirement.

This DE Request will result in a Substantive Change Report that needs to be filed:

YES NO NOT SURE

(Please contact the DE Coordinator for more information regarding the Substantive Change report.)

Signature