



CURRICULUM COMMITTEE DISTANCE EDUCATION ADDENDUM REVIEW CRITERIA

The purpose of the Distance Education Addendum Review process is to ensure an existing, in-person course also can be taught via a distance education (DE) or hybrid modality. The process allows faculty members submitting proposals to explain how course sections presented via an alternative modality will still be taught to the course outline of record (COR); it also allows reviewers to confirm the course is accessible—a CCC requirement. The review process requires that faculty members answer each of the following six questions completely.

- 1. Can the content identified in the course outline be presented in the proposed mode of DE? How will the content be presented? If elements of the content appear to require synchronous interaction or in-person presentations, how will this be accomplished?**
- 2. Is the rigor of the proposed DE course the same as a comparable, traditional course? Does the course require the same amount of time on tasks as the classroom-based course? Are there additional or modified requirements in the DE version?**
- 3. Can a student achieve the same goals and objectives identified in the course outline via the proposed mode of instruction? If elements of the COR specify in-person assessments, how will these assessments be accomplished via DE?**
- 4. Can the same assignments in the course outline be completed by the student and “graded” by the instructor via the DE method of instruction?**
- 5. If the COR specifies assignments that don’t lend themselves to DE, how will these be accomplished? Can the same levels of testing and student accountability be achieved via the DE mode of instruction as in a traditional mode of instruction?**
- 6. What steps will be taken to ensure the same level of accountability when a section is taught DE? Have steps been taken to ensure compliance with Section 508 and all other applicable ADA legislation?**

DEFINITIONS

Title 5 defines DE:

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. (5 CCR § 55200)

Other sections of Title 5 delineate DE parameters and requirements further:

Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. (5 CCR § 55204)

If any portion of the instruction in a new or existing course is to be provided through DE, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

(a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

(b) Requirements of 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. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures. (5 CCR § 55206)

CURRIQUNET QUESTIONS

ONLINE. Choose this option if classroom presence is not required.

HYBRID. Choose this option if any portion of the course can be fulfilled only by the instructor meeting in person with students.

1. Need/Justification

A. What is the intent in offering the course by distance education?

Note 1. Answers to this question are up to the instructor, and will vary.

Note 2. "Outreach" should factor into answers.

Example 1: Enrollment, e.g., "Offering the course via DE will increase enrollment by allowing students who cannot attend on-campus courses to attend remotely."

Example 2: Retention, e.g., "Offering the course via DE will provide flexibility for students to complete a course."

Example 3: Success, e.g., "Offering the course via DE will enable students to complete the course or a program."

Example 4: The DE delivery option expands the course access to students in diverse work/school/life (including health conditions) circumstances who are pursuing the completion of secondary education requirements.

B. How will learning be enhanced by this mode of course delivery?

Note 1. Answers to this question are up to the instructor, and will vary.

Example 1: Course content may be presented and accessed by students to reinforce learning while also providing schedule flexibility.

Example 2: Students who are managing demands of work, school, family/personal responsibilities will be able to participate in class without the burden of commute time and/or transportation needs.

2. Methods of Instruction

A. Indicate the type and number of instructor-student contacts per semester and why you feel this will be effective.

Note 1. Be specific to your course: How will you contact your students?

Examples: Some options are audio and video conferencing, email, telephone, social media applications like discord or Snapchat, LMS discussion boards, etc.

Note 2. If your course includes a regularly scheduled synchronous component this is a good place to indicate that feature. Include a specific number here.

Note 3. We also want to know how often you will be talking with students. At a minimum, it should be weekly. Include specific numbers here.

Note 4. This is a good place to include contact through office hours.

Note 5. A specific number should be indicated where appropriate.

B. Explain how regular effective contact among students will be facilitated.

Note 1. In this section, focus on contact between students that does not necessarily require instructor facilitation or interaction.

Examples: A general discussion board open to all topics that can be initiated by students, group projects, synchronous class sessions with the chat feature enabled, open video conferencing sessions that do not require an instructor's presence, etc.

Note 2. Try to think about interactions students would be able to have if they were physically present in a classroom, and find ways to replicate that experience to form a learning community.

C. Describe how you will identify and respond to students experiencing difficulty.

Note 1. Indicate how students can get assistance from you in an on-campus class.

Examples: The instructor will contact students by email, phone conferences, etc.

Note 2. Include how you will assist the student in resolving issues outside of the instructor's control.

Examples: For technical difficulties beyond the instructor's control, students will be referred to the Rio Hondo Online Education support staff, Counseling, DSPS, LRC resources for writing/research, etc.

D. Identify the approximate hours anticipated per student for class activities.

Note. The course will match the hours and requirements described in the current course outline of record (COR).

3. Describe how student assignments will—or will not—be modified for this mode of course delivery.

Note 1. If assignments do not need to be changed, you can say so.

Example. "The assignments for this course when offered on-campus do not need to be modified when the course is offered via DE."

Note 2. If assignments will need to be changed, indicate how they need to be changed, and provide as much detail as possible.

Example 1: "Students will submit assignments through a digital medium. This may include using Canvas, ConferZoom, email, or any other appropriate online application/software."

Example 2: "When necessary, assignments will be modified to allow for digital submission; this may include creating new assignments to substitute for work where digital submission may be impossible or onerous."

Example 3: "Tests, quizzes, and assessments will be delivered online via [name application/software]."

4. Describe the methods of student evaluation that will be employed.

Note 1. An acceptable answer is "Students will be evaluated based on the same criteria listed in the course outline of record (COR)."

Note 2. You may include specific, online methods including but not limited to the following examples.

Example 1: Student Projects will be evaluated through Instructor-led Critiques. Work will be posted in the LMS, where students will employ self-evaluation, and provide assessment to other students. Grades will be structured through a predetermined rubric provided by the instructor.

Example 2: Class participation will be required and will be focused through discussions or chat in Canvas. Students will be asked to post their works in progress and discuss their success and failures with each other.

Example 3: Group projects will be encouraged where possible, as this approach takes both previously mentioned evaluation methods into consideration.

5. What equipment and staff are necessary to support the course (for faculty and/or students)?

Note 1. An acceptable and thorough answer could be: "The DE department, Information Technology (IT), computer, monitor, webcam, and access to the internet."

Note 2. You may also include items that are particular or specific to your course.

Examples: Pottery wheel (Ceramics), DSLR camera and film development lab (Photography)—the possibilities depend on your course.

Note 3. Include the DE department, as this is an important contact for DE students to seek assistance, as well as Information Technology Services (ITS). Adding these staff essentials will also bolster support for continued (and increased) support for resources for these areas.

Note 4. The Curriculum Committee does not consider requests for additional resources as an adverse item when assessing the possibility of offering this course via distance education.

6. Describe how you will provide students with access to instructional materials and resources.

Note 1. An acceptable answer is "Students will be provided access to the resources available

through Rio Hondo College's DE learning management system (LMS), i.e., Canvas."

Note 2. You may also include specific items for your course.

Example 1: "The course will be enhanced with video and written lessons shared via Canvas, Google Drive, and audio and video conferencing software."

Example 2: "This course will have a custom website designed to enhance learning."

7. Describe how you will provide students with access to counseling and financial aid services.

Note 1. An acceptable answer is “A student resource page will be included in the LMS shell that lists the contact information and the services provided by the counseling and the financial aid office.”

Note 2. You may also include other items.

Example 1: “An introductory lecture will include a list of student services such as the services provided by the Offices of Counseling and Financial Aid.”

Example 2: “The syllabus will include this information.”

8. Describe how you will accommodate students with disabilities.

Note. This section is directly impacted by federal legislation and the response should include key elements.

Example 1: “Compliance with section 508 of the Rehabilitation Act and applicable ADA legislation will be ensured prior to the beginning of the class.”

Example 2: “The course will be enhanced for student success and retention through 508-compliant video lectures, web pages, downloads, and links.”

Example 3: “Course design through the LMS will be 508 compliant.”

Example 4: “To increase accessibility student assignments may be presented through 508-compliant video lectures and/or concise written instructions.”

Example 5: “Additional resources will be provided by DSPS when necessary.”

9. Are additional resources or clerical support needed or anticipated to teach this course by distance learning?

Note. An acceptable answer is “The support of the DE and IT Offices will be required.”

10. What is the class size for this class?

Note. Class size will be consistent with the current course outline of record (COR) class size memo.