Date of Submission:_____

LAMC
Addendum to the Course Outline of Record
Course Approval Application for Online/Distance Learning Delivery

Excerpted from GCC following form
http://www.glendale.edu/online/facultycenter/DECA%20Form%20final%20locked.doc
and Foothill Addendum to Curriculum
http://www.foothill.edu/senate/documents/2008-09/SPRING_09/2-Reg&Eff.pdf

Distance Education Course Approval Form

SUBMITTED BY: _____ **DATE:** _____

COURSE TITLE & NUMBER:

_____

NUMBER OF UNITS: _____

PROPOSED COURSE TYPE:

HYBRID   If hybrid, percentage of instruction to be delivered online __ ONLINE

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. **[Education Code 55213]** Distance Education is the use of technological devices to bring the teaching and learning process to students who are at a different location(s) and/or at different time(s) from the instructor. In this context distance education includes online and/or hybrid courses utilizing the Internet and possibly other technologies such as CD-Rom, video, audio, and interactive exercises.

DIRECTIONS:

This form fulfills three objectives: 1) It justifies the need for the course to be taught in online or hybrid format; 2) it assures that the educational objectives of the course can indeed be achieved via distance delivery; and 3) it makes clear how students will be able to communicate with the instructor. *It is the instructor's responsibility to read the Distance Education Guidebook for more information about policies and guidance for filling out this form.*

These are legal requirements of all Distance Education courses, and this form is your opportunity to attest that your course can fully comply with these requirements. The more thorough your responses and rationale are, the more readily the course can be approved. The remainder of this document will provide guidelines, regulations, and support available.

Address the following questions. **This is a document template, so the fields will expand as you type. Use as many pages as necessary to fully answer each question. Please also attach a current course outline.**

RATIONALE FOR DISTANCE EDUCATION FORMAT:

1) **Describe the rationale for offering THIS SPECIFIC COURSE as either a hybrid or online course as opposed to using only traditional classroom-based approaches.** *See Distance Education Guidebook for more information.*

INSTRUCTIONAL TIME:

As in a traditional course, you are expected to fulfill the hours of instruction required by the number of course units specified in the course outline on file.

Note: Homework assignments and exams cannot be counted towards hours of instruction.

2(a) **Based on the official course outline on file, how much TOTAL instructional time is required for this course (Fall, Winter, Spring, Summer)?**

(Example: A 3 unit lecture class requires 48 hours)

2(b) **How much of this instructional time will be delivered online?**

(Example: A 3 unit lecture class taught as a 50% hybrid would be 24 hours online)

2(c) **How will you adapt the traditional instructional materials in THIS SPECIFIC COURSE to be delivered online? What methods of presentation (e.g., discussion boards, powerpoints, audio, video, podcasts, webinars, etc.) will be used to fulfill the online instructional time? For hybrid courses please indicate which methods will be delivered online vs. in the classroom.**

HOMEWORK:

All courses (DE or traditional) must meet the criteria in Section 58003.1. In both situations, the students will need to engage in an additional two hours per week of "homework" for each 1 hour of "classroom" time in order to meet the Carnegie Unit requirements for academic credit. **Homework assignments and exams _CANNOT_ be counted towards hours of instruction.**

3(a) **Based on the official course outline on file, how much TOTAL Homework time is required for this course**

(Example: A 3 hour lecture class requires 96 hours of homework)

3(b) **What types of assignments (e.g., documents reviewed on Blackboard/WebCT, internet research, reading assignments, projects, etc.) will be used to fulfill this time?**

EVALUATION:

As with a traditional course, examinations, tests, and quizzes should follow the guidelines specified in the Full-Time and Adjunct Handbook. For further explanation on how these guidelines apply to distance education, as well as approaches and available support, see Distance Education Guidebook for more information.

> **4)   Describe the Course Evaluation and Testing Methods.**
>
> **INSTRUCTOR-STUDENT INTERACTIONS:**

Per Title 5 regulations (55376), all approved courses offered at distance shall include regular weekly contact between instructor and students.

Additionally, the District REQUIRES that ONLINE courses also include the following:

- *One on-campus, face to face orientation session within the first week of the term. Faculty must provide alternative orientation for students unable to attend the face to face orientation.*

- *One contact between student and instructor after orientation session and before census day*

See Distance Education Guidebook for further explanation, approaches, and available support.

5(a) Method(s) of Regular Weekly Contact (please check all that apply and include synchronous and/or asynchronous communication).

> Email
> Discussion Board
> Telephone
> Other ____

5(b) Method(s) of Intervention for Students Not Meeting Course Expectations:

> **(please check all that apply)**

> Email
> Discussion Board
> Telephone
> Early Alert (recommended)
> Other ____

> *If an online course complete the following:*

5(c) Method(s) of Contact Prior to Census Day in addition to the required face-to-face orientation (please check all that apply).

Email
Discussion Board
Telephone

Other ____

DELIVERY METHOD:

GCC provides faculty and students access and support for the following applications:

- Moodle
- Ecollege
- *CCCConfer*

Support for other applications may become available, but it is the division's responsibility to confirm with the Instructional Technology Resource Center. GCC also provides support for content development and acquisition.

Accessibility Note: *Section 508 regulations (36 C.F.R. §§ 1194.1 et seq.) require that electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. With a course designed for distance education, the instructor needs to make provisions to accommodate disabled students in a comparable manner to traditional courses, such as ensuring that websites are accessible to screen readers for the visually impaired.*

If any web-based course material is identified as inaccessible, to students with disabilities, it is the instructor's responsibility to put the material in an accessible format in a timely manner. Technical support from ITS will be available if needed. See Distance Education Guidebook for further explanation, approaches, and available support.

6(a)   List any course delivery system/applications you plan to use (e.g. Blackboard/WebCT, faculty Web pages, etc).

6(b) How do you plan on using the capabilities of each delivery system/application listed in 6a (e.g., blog, email, RSS, chat, uploading, documents, quizzes)?

6(c)   If you are using any delivery system/applications not supported by GCC and listed above, please include any pertinent licensing and technical support information.

Does this course have Department and Curriculum Committee approval for on-campus delivery?
____ **Yes**
____ **No** (a course outline must be submitted with this application.)

I/We are seeking Division Curriculum Committee approval for the previous mentioned course for delivery as a Distance Education course. We agree that this course will consistently utilize the following selected method(s) from the list of "Regular, Timely, and Effective Methods of Student/Faculty Contact" as recommended by the Foothill College Academic Senate:

Selected Methods*:

（*Note: if your method(s) are not already on the list of recommended methods, please also include a description of how the method(s) will be a mechanism of "Regular, Timely and Effective Methods of Student/Faculty Contact")

I/We have reviewed the **Best Practices** and the approved methods of "Regular, Timely, and Effective Student/Faculty Contact" as approved by the Foothill College Academic Senate and have thoughtfully considered the educational value of offering the following course as a distance education course.

_____   _____

Faculty Submitting Course   *Date*

_____   _____

Department Chair   *Date*

_____   _____

Dean, Instructional Services   *Date*

_____   _____

Chair, Curriculum Committee   *Date*

Best Practices for Online/Distance Education Courses

In accordance with Title 5, discussions in the Faculty Academic Senate and the College Curriculum Committee, a survey of faculty, online discussions, and a review of the pertinent literature, the Foothill College Academic Senate has formulated the following best practices and guidelines for "Regular, Timely and Effective Student/Faculty Contact" in online/distance education courses:

Best Practices
1. **Communication:** clear and comprehensive communication regarding online course policies is critical to student success and faculty effectiveness. [i] Accordingly, it's imperative that the following are addressed explicitly in the course syllabus and/or introductory email/announcement. These communication guidelines are the same for all teachers and are in accordance with J1 Evaluative Material (Section II.A.12) *"Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information."* and is the same requirement for all teachers. Communication must include but is not limited to:
   - **Relevant Dates, Course Schedule, and Deadlines.**
   - **Faculty Expectations and Requirements** for minimum student participation (quantity and quality) for all sections of the course.
   - **Evaluation Process** including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.
   - **Faculty/Student Communication Process** including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
   - **Methods of regular, timely, and effective student/faculty contact** that will be employed in the course (as described below)
   - **A Contingency Plan** for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.
2. **Effective Student/Faculty Contact:** it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Depending on class design and Instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web-enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.)
   These effective contact guidelines are the same requirements for all teachers and are in accordance with J1.II.A.7: *"Maintains student-faculty relationship conducive to learning,"* as well as the following student evaluation criteria: J2.A. *#11 Motivated student interest and intellectual effort, #12. Encouraged students to ask questions and participate in class discussions, #13. Encouraged individual thinking and differences of opinion, and #14. Used full class time effectively."*

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
- Chat Room within the Course Management System
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participation[ii]
- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts. [iii]
- Group or individual meetings [iv]
- Orientation and review sessions [iv]
- Supplemental seminar or study sessions [iv]
- Field trips [iv]
- Library workshops [iv]

If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth in the Addendum to the Course Outline of Record and the course syllabus, students must be informed via e-mail or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

References:

[i] Waterhouse, S. & Rogers, R. (2004), The Importance of Policies in E-Learning Instruction, EDUCAUSE Quarterly, Vol. 27, No. 3, pp. 28-39.

[ii] Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001 http://www.westga.edu/~distance/roblyer32.html

[iii] Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998. http://www.flaguide.org/cat/portfolios/portfolios7.php

[iv] Title 5 §55204