

2.0 SWC Distance Education Addendum Vetting Form

This form is intended to provide faculty with valuable feedback on their proposal to offer a section of a course via distance education. Members of the Distance Education Review Committee, a subcommittee of the SWC Curriculum Committee, review the submitted information and provide feedback based on the standards established in the SWC Curriculum Handbook and the SWC Distance Education Handbook. Faculty have the opportunity to respond to the feedback provided prior to the proposal being agendaized at a future Curriculum Committee meeting for approval.

* Required

1. Email address *

2. This is optional. Only include your name if you are willing to be contacted by the faculty originator of the proposal.

3. What is the name of the faculty originator? *

4. Designator and Number of Course (e.g. ENGL 115) *

5. RELEVANT SECTIONS OF TITLE 5 *

Has the proposal originator indicated that they understand title 5 § 55202, § 55206, and § 55204?
Mark only one oval.

Yes

No

6. RECOMMENDED PREPARATION

Has the originator certified that the originators of this proposal have read and understood both the Distance Education Handbook and Distance Education section of the Curriculum Handbook?
Mark only one oval.

Yes

No

Validation That Course Is Appropriate for Distance Education Delivery Mode

In this section indicate how well the proposal validates the appropriateness of the course to be offered via distance education delivery.

7. Particularly Suited *

Explain why this course is particularly suited to be offered through distance education.
Mark only one oval.

- Satisfactory: Clear explanation and presentation of several reasons
- Needs Revision: Content
- Needs Revision: Evidence

8. Additional Comments

9. Substantive Change *

Will approval for this course to be offered using the distance education delivery mode trigger a “substantive change” in the program and require that a Substantive Change application be submitted to the Accreditation Commission for Community and Junior Colleges?
Mark only one oval.

- Yes
- No

10. Substantive Change *

If so, have you discussed the implications of a substantive change to the program with other faculty in the department and the dean?
Mark only one oval.

- Yes
- No
- Not Applicable

11. Additional Comments

12. Distance Education Plan *

Identify how this course fits into an overall plan for distance education development within your department or program. Include supporting evidence, including course and program data analysis from program review, or other sources as necessary.

Check all that apply.

- Satisfactory: Clear explanation offered with supporting evidence from available data
- Needs Revision: Content
- Needs Revision: Evidence

13. Additional Comments

14. Teaching Methods: Objectives *

Describe teaching methods, materials, and any other components that may be used when teaching this course using the distance education (DE) delivery mode so that the course's unique course objectives are met and students are able to perform the course student learning outcomes.

Check all that apply.

- Satisfactory: Relationship between the course objectives and student learning outcome are clearly delineated with specific examples as supporting evidence
- Needs Revision: Content
- Needs Revision: Evidence

15. Additional Comments

16. Teaching Methods: Rigor *

Describe methods, materials, and any other components that may be used to ensure academic rigor and the quality of instruction of this course. Describe specific strategies rather than generic approaches; do not cut and paste from a similar course.

Check all that apply.

- Satisfactory: Relationship between academic rigor/quality of instruction with specific strategies for delivery are clear
- Needs Revision: Content
- Needs Revision: Evidence

17. Additional Comments

Assignments in the Distance Education Delivery Mode

In this section you will indicate how well the proposal provide examples of reading, writing, and critical thinking assignments. Course outlines of record are required to provide examples of reading, writing, and critical thinking assignments. Explain how the types of assignments listed below will be delivered and assessed in the distance education delivery mode. How will these assignments be given and what CMS tools will an instructor use to assess student performance and give feedback? The Group Project and Oral Presentation assignments are optional.

18. Reading Assignment *

Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence

19. Additional Comments

20. Writing Assignments *

Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence

21. Additional Comments

22. Critical Thinking Assignment *

Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence

23. Additional Comments

24. Group Project Assignment (Optional)

Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence

25. Additional Comments

26. Oral Presentation Assignment (Optional)

Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence

27. Additional Comments

28. Does the course have a lab component? *

Mark only one oval.

- Yes
- No

29. If yes, how will this component be handled in the distance education mode of delivery? *

Check all that apply.

- Satisfactory
- Needs Revision
- Not Applicable

30. Additional Comments

Accessibility and Universal Design

Per Southwestern Community College District Policy No. 3415 and 5145, distance education courses must be accessible to students with disabilities and must conform to the principles of Universal Design. These requirements also apply to any outside websites which will be used, including publisher sites. See the DE Handbook for more information.

31. Universal Design *

Confirm that each of the Universal Design and accessibility requirements below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply. If you did not check one or more of the confirmation boxes for Universal Design or accessibility, explain in the field below.

Check all that apply.

- Satisfactory
- Needs Revision: Content

32. Additional Comments

Regular Effective Contact

33. Regular and Effective Contact *

Check the methods that will be used as documentation of Regular Effective Contact. Describe how a combination of the above methods will be used together to provide "Regular Effective Contact."
Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence

34. Additional Comments

Use Of Websites and Applications Outside Of The CMS

In this section you will indicate how well the proposal addresses the use of websites and applications not hosted in Canvas or BlackBoard and how those sites are protective of student rights.

35. Websites and Outside Apps *

Will any elements of this course will be conducted via a website or application outside of the Course Management System?
Mark only one oval.

- Yes
- No

36. Essential To Meet Objectives *

If yes, please list each website/application and explain how its use is essential to meet specific course objectives and student learning outcomes.
Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence
- Not applicable

37. Additional Comments

38. Accessibility *

Accessibility: Provide evidence that this website or application meets Section 508 requirements for accessibility, such as an accessibility specialist's written review and/or VPAT from the publisher.

Check all that apply.

- Satisfactory
- Needs Revision: Evidence

39. Additional Comments

40. Authentication *

Student authentication: Describe how the website or application meets accreditation standards by requiring that students validate their identity.

Check all that apply.

- Satisfactory
- Needs Revision: Content

41. Additional Comments

42. Student Privacy *

Student privacy: Explain how student privacy is safeguarded when students use this website or application. Note: Grades are considered instructional records under FERPA and should not reside outside of the College's Course Management System.

Check all that apply.

- Satisfactory
- Needs Revision: Content

43. Additional Comments

Required Instructional Material Fees and Access Codes

In this section indicate how well the proposal complies with title 5 regulations if the course requires students to purchase an access code or any other electronic materials.

44. Access Codes *

If this course section requires students to purchase an access code or any other electronic materials, name those materials below and explain how they comply with Title 5 regulations.

Check all that apply.

- Satisfactory
- Needs Revision: Content
- Needs Revision: Evidence

45. Additional Comments

Recommendation

46. Recommendation *

Please select a recommendation from the options below.

Mark only one oval.

- Recommend Approval
- Recommend Approval with Faculty Follow-up
- Do Not Recommend Approval at This Time

47. Additional Comments

A copy of your responses will be emailed to the address you provided