Southwestern College Distance Education Addendum-Regular

This form is used by the SWC Curriculum Committee to document the proposal and approval of a course to offer sections fully online and/or partially online as a hybrid course. This form is used for both course modifications and new courses. All fields must be completed and relevant curriculum deadlines met for a proposal to be reviewed by the Curriculum Committee. Training opportunities for completing this form are made available.

RELEVANT TITLE 5 SECTIONS

§ 55202. Course Quality Standards.
The 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. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§ 55206. Separate Course Approval.
If any portion of the instruction in a new or existing course is to be provided through distance education, 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

§ 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) 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. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

I understand the above Title 5 regulations:

☐Yes

COURSE INFORMATION

Date: Click or tap here to enter text.

School: Click or tap here to enter text.

DE Addendum Originator: Click or tap here to enter text.

Course Designator/Number/Title: Click or tap here to enter text.

First semester to be offered via DE: Click or tap here to enter text.

Format:

☐Fully Online Only
☐Hybrid Only
☐Fully Online and Hybrid

Maximum DE section enrollment*:

*If this course has previously been approved for DE, use the previously approved class maximum. For new DE proposals, provide a class maximum consistent with the recommendations regarding establishing a maximum class enrollment for a course section offered online in the SWC Curriculum Handbook. Previously approved class maximums can only be changed using the process detailed in the SCEA contract.

RECOMMENDED PREPARATION TO SUBMIT THIS PROPOSAL

Originators proposing to offer this course through a distance education delivery mode should have knowledge and training, as provided through the Distance Education Faculty Training (DEFT) certification course, in the following areas.

- SWC policies and procedures for distance education
- College-adopted Course Management System (CMS)
- Accreditation requirements for online courses:
  - Section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding accessibility of course material, instruction, and student services for students with disabilities
  - Regular Effective Contact requirements and options for providing substantive interaction to and among online students
- Academic integrity, student authentication, student privacy, and online attendance accounting
- Standards for quality course design and delivery

A careful review of the *Distance Education (DE) Handbook* and Distance Education section of the *SWC Curriculum Handbook* is strongly recommended prior to the completion of this proposal.

I certify that the originators of this proposal have read and understood the SWC policies and standards above regarding teaching via distance education.

☐Yes

VALIDATION THAT COURSE IS APPROPRIATE FOR DISTANCE EDUCATION DELIVERY MODE

A course is particularly suited to be offered through distance education when specific course objectives, core content, and/or student learning outcomes can be effectively addressed in an online environment. Select the online strategies, activities or tools below that support the instruction of the specific course objectives and core content.

- Unit objectives which support larger course objectives are included in the individual learning units/modules in the course management system.
- Learning units/modules include instruction of core content from the course outline of record.
- Instructional content, activities, and assessments support knowledge, attainment and performance of course outcomes.
- Assessments clearly demonstrate student performance of outcomes.

In the field below, provide one course objective or a student learning outcome from the course outline of record and explain why the objective or outcome is suitable for the distance education mode.

Click or tap here to enter text.

The Accreditation Commission for Community and Junior Colleges (ACCJC) considers a program to warrant a "substantive change" proposal when 50% or more of courses within the required core of a program are available via distance education.

☐ I confirm that I have discussed the substantive change process with my dean and have a plan for addressing a substantive change proposal, if needed.

Verify that adding distance education to this course has been discussed by your department. Select at least one of the responses from the list below to explain how the decision to add distance education was reached.

☐ Offering this course via distance education is mentioned in our program review.

☐ Faculty have discussed adding distance education to this course at department meetings.

☐ Our program's advisory committee recommends adding a distance education addendum to this course.

☐ Other (please explain in the field below)

Click or tap here to enter text.

Appropriate teaching methods, materials, tools, and strategies in the course management system may be used to ensure faculty create an effective learning environment. This ensures quality instruction and maintains rigor in 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. Review the list below and check the box next to each strategy/tool that could be used within the course management system when teaching the course via distance education.

☐ Instructional content pages with text and images and/or graphics

☐ Instructor-created videos (properly closed-captioned)

☐ Other videos (properly closed-captioned)

☐Websites, library databases, and other online resources (accessible)

☐Regular content-based interaction between instructor and students and among students to support learning

☐Collaborative learning activities such as discussions, group projects, VoiceThread, and peer review

☐Individualized learning activities such as projects, essays, and self-assessment

☐Frequent assessments with feedback to help students gauge progress

☐Rubrics or descriptive criteria for desired outcomes

☐Opportunities to provide anonymous feedback to the instructor regarding course design and/or course content

☐Other (please explain in the field below)

Click or tap here to enter text.

LAB/ASSIGNMENTS IN THE DISTANCE EDUCATION DELIVERY MODE

Does the course have a lab component or include types of assignments that are challenging to provide in the distance education modality?

☐Yes
☐No

If yes, how will these assignments be addressed in the online environment? If no, type Not Applicable.

Click or tap here to enter text.

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 content. See the DE Handbook for more information.

Confirm that each of the Universal Design principles below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

☐Provide an uncluttered interface with consistent layout and navigation.
☐Avoid moving or flashing images and self-starting video or audio.

☐ Ensure access for people with diverse abilities.
☐ Accommodate a wide range of individual preferences and abilities.
☐ Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

Confirm that each of the accessibility requirements below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

☐ Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
☐ Instructional videos will have proper and accurate closed captioning.
☐ Audio recordings will include transcripts.
☐ Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
☐ Hyperlinks will be presented using meaningful link text rather than URLs.
☐ Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
☐ Any PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF).

If you did not check one or more of the confirmation boxes for Universal Design or accessibility, explain in the field below.

Click or tap here to enter text.

REGULAR EFFECTIVE CONTACT

The Title 5 term "regular effective contact" means that the instructor regularly initiates interaction with enrolled students and provides regular opportunities for interaction among students. The frequency of instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit lecture course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods as described in SWC Policy/Procedure 4115.

Instructor-Initiated Interaction

Academic Procedure 4115 states, "Instructors of online and hybrid classes at Southwestern College will, at minimum, provide the following types of instructor-initiated contact on a regular basis." Check each box to confirm that each of these required types of contact will be provided when a section of the course includes distance education delivery:

☐ Regular instructor participation in threaded discussions within the CMS
☐ Weekly announcements by the instructor in the CMS
☐ Timely and frequent feedback on student work

Instructors may also select additional forms of interaction appropriate to the class. Check the methods that are appropriate for distance education delivery of this course:

☐Instructor-initiated contact by CMS inbox, email, telephone, or chat
☐Video conferencing
☐Group or individual meetings (group projects, student conferences, etc.)
☐Class events such as orientations and workshops
☐ Other (please explain in the field below)

Regular Effective Contact Among Students

Academic Procedure 4115 states, "Instructors of online and hybrid classes at Southwestern College will provide activities that facilitate regular effective contact among students on a regular basis." Check the methods that **can** be used as documentation of regular effective contact among students:

☐Threaded discussions of course content in the CMS with required student-to-student interaction
☐Group projects or assignments
☐Peer review
☐Collaborative activities
☐ Other (please explain in the field below)

Describe how a combination of the checked methods above will be used together to provide "regular effective contact between instructor and students, and among students" (Title 5 §55204). All checked boxes above must be addressed in this section.

Click or tap here to enter text.

USE OF PUBLISHER APPLICATIONS AND WEBSITES

Distance education courses must be conducted within the college-adopted Course Management System (CMS). If any component of this course will be conducted via a publisher application in the CMS or a website outside of the CMS, this component must meet the college's requirements for accessibility, authentication, and student privacy. (Note: The accessibility of course materials such as publisher slideshows, videos, and online articles/sites is addressed in the Accessibility and Universal Design section above; this section addresses platforms housing coursework.)

As explained in the Curriculum Handbook, if publisher products will be used in a section of a course taught using a distance education delivery mode, they must be included in the "Required and major optional reading(s), including textbook(s) and software" section of the course outline of record as a required or optional text. If necessary, a course modification must be completed prior to the approval of a course to be taught using a distance education delivery mode.

Will any components of this course be conducted via a publisher application in the CMS or a website outside of the CMS?

☐Yes
☐No

If yes, please list each application/website and explain how its use is essential to meet specific course objectives and student learning outcomes. If no, type "Not Applicable" in the text box below.

Click or tap here to enter text.

For any application or website listed above, explain and document how the following requirements are met. If you are not conducting the course using a publisher app or website outside of the CMS, type Not Applicable in each text field.

Accessibility: Provide evidence that use of this application or website will meet Section 508 requirements by including the Technology Specialist for Accessibility and Compliance's written review and discussing it below.

Check each box to confirm that all of the following Web Content Accessibility Guidelines (WCAG) standards with "severe" impact have been verified as fully implemented (score of 3) in the review:

Severe Impact (Required)
☐ Alternative text for images
☐ Page and element structure
☐ Labeled form fields and instructions
☐ Keyboard accessibility
☐ Captioning/transcript

Confirm that the additional WCAG standards have been "fully," "mostly" or "partially" implemented.
- If a standard is partially or mostly implemented (score of 1-2), explain below the additional steps instructors will take to comply with Section 508.
- If a standard categorized as "Major Impact" scores "failed to implement," the Curriculum Committee cannot approve this application or website.

Major Impact [dropdown menu: fully, mostly, partially, failed, not applicable]
☐ Tab and reading order
☐ Visible focus indicator
☐ Meaningful links
☐ Color contrast
☐ Document language

Moderate-to-Minor Impact [dropdown menu: fully, mostly, partially, failed, not applicable]
☐ ARIA markup
☐ Bypass blocks of content
☐ Descriptive page title

For any standards not fully implemented, explain the additional steps instructors will take in order to comply with Section 508 accessibility requirements.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES

If students are required to purchase materials for a section of this course delivered via distance education, the materials must 1) be added to the "Required and major optional readings" section of the official Course Outline of Record and 2) comply with Title 5 regulations.

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials "designed primarily for administrative purposes, class management, course management or supervision."

Title 5 §59400(c): "Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase."

☐ This course does not require students to purchase an access code or license
☐ This course does require students to purchase an access code or license

If this course requires students to purchase an access code or license, name the product below and explain and document how it complies with Title 5 regulations.

Click or tap here to enter text.