College of Sequoias Distance Learning Addendum – Annotated Version

Scheduling/ Emergency Designation

Sections of this course may be scheduled as (select all that apply):
- ☐ Online with orientation
- ☐ Online/Hybrid
- ☐ Online

OR

Sections of this course may be offered in the event of a Declared Emergency as (select all that apply):
- ☐ Online with orientation
- ☐ Online/Hybrid
- ☐ Online

Planning Process

ACCJC: Description of the analysis undertaken to determine need for the new instructional delivery mode. Evidence that delivery systems and modes of instruction are designed to, and do in fact, meet student needs and align with the college mission. Description of how delivery mode is considered in curriculum development process; how student learning outcomes (SLOs) data is collected, assessed, and used for improvement. What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode? What is the rationale?

What is the purpose for offering the course online and how does online delivery of the course support the division? *Include one to two paragraphs of support for why this course should be offered online. Cite district, division, or department goals and/or objectives wherever applicable.*
How does the course help the college fulfill the college mission? *Include one to two paragraphs.*
In the event of an emergency, how will students be notified of a change in course delivery?

Effectiveness

ACCJC: Description of how effectiveness, including SLOs and assessment of the delivery mode, will be evaluated; how the delivery mode will be reviewed compared with other modes of instruction. Evidence of student success, retention, and achievement data; comparability with face-to-face delivery student success, retention, and student achievement data. Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes.

Will student learning assessment in this course differ from face-to-face delivery of the same course? If so, explain how. ☐ Yes   Explanation: ☐ No
Will you use a formative mid-course evaluation (such as a survey) process? If so, how will results be used to improve student success? ☐ Yes   Explanation: ☐ No

Date of Last Attendance

ACCJC: Evidence that DE/CE student attendance in courses/programs is monitored.

Federal Financial Aid: The WICHE Cooperative for Educational Technology (WCET) writes "last day of attendance" is to determine the amount of aid a student is eligible to receive when that student withdraws or leaves a program without officially notifying the institution.

AP 4105: E, A student's last day of attendance in an online class is determined by one or more of the following activities: opening, editing, or submitting an assignment online using the learning management system (LMS) assignment feature, by email, or in person; participating in an online discussion; engaging in an exam either online or in person; engaging in course activity beyond login (e.g., wiki, blog, group) as demonstrated by record in LMS report.

In addition to LMS access records, monitoring and documenting student attendance in the class will include (select all that apply): ☐ Opening, editing, or submitting an assignment online using the LMS assignment feature, by email, or in person. ☐ Participating in an online discussion. ☐ Engaging in an exam either online or in person ☐ Engaging in course activity beyond login (e.g., wiki, blog, group) as demonstrated by record in the LMS. While participation is strictly voluntary, the faculty member is encouraged to store the following evidence in such a manner that it can be easily retrieved should the College be audited: ☐ Record of student's grade for assignment or test and corresponding due date. ☐ Email messages

Learning Management System (LMS)
ACCJC: Description of faculty resources and technical support for the mode of delivery

What learning management system (LMS) will you use? ☐ District-supported ☐ Canvas ☐ Publisher: Please name: ☐ Other: Please explain:
What resources are available for student and instructor technical support? ☐ COS Helpdesk ☐ Other: Please explain:
How will you notify students about what to do if access to the LMS is interrupted? *Consider including an option that can be accessed or provided outside of the LMS.* ☐ Syllabus ☐ Orientation ☐ Other: Please explain:

Student Authentication
ACCJC: Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education…course or program is the same person who participates every time in and completes the course or program and receives the academic credit. What mechanisms does the institution have for informing students and faculty about, and enforcing, its policies on academic honesty, including DE courses and programs? Does the policy appropriately ensue the protection of student privacy in the verification process?

AP 4105: D. Student Authentication Processes: Consistent with federal regulations pertaining to federal financial aid eligibility (Higher Education Act), the District must authenticate or verify that the student who registers in a distance education . . . course or program is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student, at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

Which of the accepted methods of student authentication will you use to ensure that the student participating in your class is the student who is registered for the class (per AP 4105)? (select all that apply) ☐ District-supported LMS log in with Banner ID ☐ Email ☐ Proctored exam with photo ID

Academic Integrity Policy

ACCJC - Evidence of how policies on academic honesty are disseminated to students enrolled in DE programs. How are policies and information about academic honesty and student verification made available to students? Does the institution have a college-wide policy on academic honesty? Does the policy address issues on academic honesty, including verification of student identity, in relation to registration for, participation in, and completion of DE? Does the institution have a policy on academic freedom? How is this policy implemented and monitored in DE courses and programs?

How will you notify students of the academic integrity policy for your class? (select all that apply)
Students in online courses should be proactively informed of the institution's policy on academic integrity.
☐ Syllabus
☐ Orientation
☐ Email as needed
☐ Other: Please explain:

Online Adaptation of Instructional Strategies

ACCJC - Evidence that DE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities. By what means does the institution ensure that the students develop the listed skills in DE mode? How does the institution know that these means are effective? What criteria does the college use to assure that the required skill level of students in DE courses and program meet collegiate standards and rigor? How effectively does DE facilitate student learning? Is the level of effectiveness for facilitating student learning different from traditional delivery modes?

Indicate which instructional strategies will be adapted from traditional delivery to online delivery.
☐ Lecture
☐ Group activity
☐ Reading material
☐ Media
☐ Other: Please explain

Accessibility for Students with Disabilities (ADA, Section 508)

Is there any aspect of the course that cannot be made accessible to students with disabilities? If so, explain how the course will address accessibility.
☐ Yes   Explanation:

☐ No

Online Adaptation of Assessment

ACCJC - Evidence that DE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities. By what means does the institution ensure that the students develop the listed skills in DE mode? How does the institution know that these means are effective? What criteria does the college use to assure that the required skill level of students in DE courses and program meet collegiate standards and rigor? How effectively does DE facilitate student learning? Is the level of effectiveness for facilitating student learning different from traditional delivery modes? Evidence that proctored exam sites are approved. Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

Indicate which formative and summative assessment methods will be adapted from face-to-face to the online classroom.
☐ Quiz
☐ Test
☐ Performance
☐ Other: _____
☐ Oral Communication:
   ☐ Telephone
   ☐ Web conference
   ☐ Video
   ☐ Audio recording
   ☐ Other: Please explain:

If you will be using an external location for a proctored exam, explain the process for approving the proctoring site.

(DLA continued on next page)

Regular and Substantive Interaction

ACCJC: Evidence of a policy that defines "regular and substantive interaction" (34 C.F.R. § 602.3.)

AP 4105: Regular ... interaction between a student and instructor(s) is ensured by ... (1) providing the opportunity for substantive interactions with the student on a predictable and scheduled basis ... and (2) monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging ... Substantive interaction: Engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: (1) providing direct instruction, (2) assessing or providing feedback on a student's coursework, (3) providing information or responding to questions about the content of a course or competency, (4) facilitating a group discussion regarding the content of a course or competency, or (5) other instructional activities approved by the District's or program's agency.

Title 5, §55204: Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), 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.

Indicate which options below you will use to initiate regular and effective instructor-student and student-student contact (select all that apply):   Asynchronous   ☐ Discussion board   ☐ Email   ☐ Announcements   ☐ Other: Please explain:
Synchronous   ☐ Face-to-face meetings   ☐ Chat   ☐ Telephone   ☐ Web conference   ☐ Other: Please explain:
How will you inform your students of the frequency of your contact? (select all that apply)   ☐ Syllabus   ☐ Orientation   ☐ Email as needed   ☐ Other: Please explain:
How will you inform your students in the event of your absence? (select all that apply)   ☐ Syllabus   ☐ Orientation   ☐ Email as needed   ☐ Other: Please explain:

Academic Senate Approved, Nov. 29, 2023. For assistance completing this form, contact the Distance Education Coordinator

Student Readiness and Support

ACCJC: Evidence that the college prepares and monitors DE/CE students to be successful. Evidence that student readiness has been addressed.

How will you help students gauge their readiness for being successful in an online class?
☐ Survey ☐ Interview ☐ Performance ☐ Other: Please explain:
How will you inform students of your expectations for student participation and technology requirements? ☐ Syllabus ☐ Orientation ☐ Email as needed ☐ Other: Please explain:
How will you inform students of college support services? ☐ Syllabus ☐ Orientation ☐ Email as needed ☐ Other: Please explain: