**DISTANCE EDUCATION ADDENDUM FALL 2013 (revisited Fall 2014)**

**1. Please indicate the mode(s) of delivery for this course.**

* Online (course will be delivered 100% online)
* Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
* Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
* Lab activities will be conducted onsite
* Televideo (Examinations and an orientation will be held onsite)
* Teleconference
* Other:

**2. Please explain the need and/or justification for offering this course via distance education in accordance with your department’s enrollment management plan.**

**3. In accordance with the Carnegie unit formula, instructors are required to provide one lecture hour per course unit or three lab hours per course unit. Please indicate which methods the instructor of this course will employ throughout the semester to ensure regular and effective faculty-initiated contact with students. For each selected method, provide a detailed explanation and/or example. For further explanation of the term “Regular and Effective Faculty-Initiated Contact” please see the attached document. Possible methods of regular and effective faculty-initiated contact may include, but are not limited to:**

* Announcements/News/Bulletin Board Posts
* Discussion Boards
* Lectures (CCC Confer, live lecture with voice over presentation, Power Points, lecture with audio, text, etc.)
* Assignment Feedback
* Webcasts/Podcasts/Listserv
* Chat Rooms
* Email Communication
* Social Media (Twitter, Facebook Pages, Google+ Groups, Tumblr, etc)
* Collaboration Sites (Blogs, Wikis)
* Online Office Hours (Chat rooms, Instant messaging or Pager in D2L, CCC Confer, Microsoft Lync, Google Hangouts, etc.)
* Interactive Videoconferencing (CCC Confer, Microsoft Lync, Google Hangouts, etc.)
* Scheduled Face-to-Face Meetings (Orientations, Review Periods, Office Hours, etc.)
* Telephone Communication
* Other

*\*\*Each option includes a box for course-specific explanations and details*

**4. Please indicate which methods the instructor of this course will employ throughout the semester to ensure students are engaged in active learning.  For each selected method, provide a detailed explanation and/or example.  For further explanation of the term “Active Learning,” please see the attached document. Possible methods of engaging students in active learning may include, but are not limited to:**

* Group assignments in which students are assigned to or form a group that will work together to complete an assigned project, paper, or other goal.
* Faculty-led discussions
* Peer-determined discussion topics and peer facilitated discussions
* Peer assessments of group partners
* Peer critiques of student work by pre-assigned pairs
* Individual student assignment requiring application of material or concept to real world examples or personal experiences or situations
* Individual student assignment requiring action outside of course based on student findings or conclusions on research assignment
* Opportunities for student feedback on course learning objectives
* Technology with interactive components
* Other

*\*\*Each option includes a box for course-specific explanations and details*

**5. Explain how instructors teaching this course will provide multiple methods of content representation; for each selected method, provide a detailed explanation and/or example. Possible methods of content representation may include, but are not limited to:**

* Text
* Audio
* Photos and Graphic Elements
* Video
* Interactive Technology Programs
* Other:
* *\*\*Each option includes a box for course-specific explanations and details*

**6. Describe how instructors teaching this course will evaluate student performance; for each selected method, provide a detailed explanation and/or example. Possible methods of evaluation may include, but are not limited to:**

* Rubrics
* Instructor and/or Peer Critiques
* Exams and/or Quizzes
* Discussions
* Assignments and/or Projects
* Experiments, lab work, or fieldwork
* Group work
* Presentations
* Other:
* *\*\*Each option includes a box for course-specific explanations and details*

**Guidelines for Implementing Regular Effective Contact at Moorpark College**

The following are examples of how to implement regular and effective contact:

**Faculty-Initiated Interactions**

* Include tools for multiple types of interaction in the course design, such as chat rooms, interactive video conferencing, social media, or instant messaging.
* Design assignments and projects that promote collaboration among students.
* Model course netiquette in faculty and student interactions.
* Model interaction at the beginning of the semester with self-introduction and instructor-guided student introductions.
* Pose questions in discussion boards to encourage interaction and critical thinking skills.
* Monitor and respond to discussion activity to ensure that students participate fully and discussions remain on topic.
* Create a virtual space for student questions and comments.
* Ask students for feedback about the course and revise content as appropriate, such as following completion of major units or exams.
* Establish a regular online office hour.
* Provide opportunities for face-to-face meetings, such as campus office hours, review sessions, or campus activities.
* Provide a course orientation during the first week of classes

**Frequency & Timeliness of Interactions**

* Establish guidelines for frequency of contact comparable to onsite classroom.
* Establish response times for student inquiries and feedback, such as 24-48 hours for emails.
* Maintain an active instructor presence throughout the semester, monitoring student progress and providing guidance several times a week.
* Give prompt and substantive feedback on assignments and student work throughout the course.

**Expectations for Interactions**

* Specify in the syllabus course policy regarding frequency and timeliness of all contact initiated by the instructor.
* Specify in the syllabus the course policy regarding student-initiated contact, including how to contact the instructor and other students.
* Specify in the syllabus and model netiquette in all course interactions.
* Clarify important dates, such as assignment and assessment deadlines.
* Specify the expected turn-around time for assignment feedback and grades.

**Absences from Interactions**

* Inform students immediately of any instructor absences and inform students when instructor contact will resume.
* Inform students of any expected delays in response time for assessments.

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| **Title V DE Policy Guidelines** | **What this means @ Moorpark College** |
| In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:   * Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. * 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. | **DRAFT**  Instructor-initiated contact and interaction with students is integral in the course design and explicit in the course syllabus.  **Regular** at Moorpark Collegemeans that an instructor teaching a three-unit class is online and available three hours per week at regular intervals.  **Effective** at Moorpark College means instructor-initiated interaction, in which the instructor provides the opportunity for interaction through a discussion prompt, assignment or other interactive contact (in addition to reacting or responding to student inquiries)  **Contact** means that instructors must keep in contact with students on a **consistent** and **timely** basis to both ensure the quality of instruction and verify their performance and participation status. Lack of activity in the course such as in the LMS indicates a lack of regular effective contact. |
| **Active Learning described in research, literature & Best Practices at other colleges**  Students participate actively in their own learning, through interaction in regular discussion in which instructors act as facilitators, group work, peer critiques or other required, graded student interaction. (Compiled and adapted from policies at UC Davis, Pasadena City College, and other college online policies. | **Active learning** at Moorpark College means that Students critically evaluate and apply the course concept or material to the real world or to their own lives through assignments, discussions or other assessed work, or  Students interact regularly with each other with instructor guidance and facilitation through work in discussions, assigned groups, peer-led activities and discussions, peer critiques, or other graded interaction. |