<u>**DRAFT Moorpark College Distance Education Course Outline Addendum**</u>

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)
☐ Other (specify):

2. 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. Describe *how* instructors in this course will use the options below to fulfill the equivalent of the Carnegie formula and achieve regular and substantial faculty-initiated instructor-to-student contact. For each selected method, provide a detailed and course-specific explanation and/or example. For further explanation of the term "Regular and Substantial Faculty-Initiated Contact" see the attached document. Possible methods of regular and substantial faculty-initiated contact may include, but are not limited to:

☐ Announcements/News/Bulletin Board Posts (Describe how this feature would be used and provide at least one example specific to this course.
☐ Discussion Boards (Specify frequency of required/graded discussions and, if applicable, non-graded discussions, and expectations for instructor contributions or feedback.)
☐ Lectures (CCC Confer, live lecture with voice over presentation, Power Points, lecture with audio, text, etc.) (Specify forum(s) and frequency, i.e.: one voice-over PowerPoint lecture per unit module, text with photos or other media or links, etc.)
☐ Assignment Feedback (Specify length of time within which students can expect feedback and forum(s) where feedback would occur.)
☐ Webcasts/Podcasts/Listserv (Specify forum(s) and frequency.)
☐ Chat Rooms (Specify location and type of use, i.e. for questions, office hours, etc.)
☐ Email Communication (Specify whether this is preferred, and set expectations for response. One business day is considered appropriate.)
☐ Social Media (Twitter, Facebook Pages, Google+ Groups, Tumblr, etc.) (Specify media and how they would be used in this course.)
☐ Collaboration Sites (Blogs, Wikis) (Specify how they would be used.)
☐ Online Office Hours (Chat rooms, Instant messaging or Pager in D2L, CCC Confer, Microsoft Lync, Google Hangouts, etc.) Specify forum(s) and frequency.)

☐ Interactive Videoconferencing (CCC Confer, Microsoft Lync, Google Hangouts, etc.) Specify how it would be used, the forum(s) and frequency.)
☐ Scheduled Face-to-Face Meetings (Orientations, Review Periods, Office Hours, etc.) (Specify forum(s) and frequency.)
☐ Telephone Communication (Specify whether available and how to schedule.)
☐ Other (Specify what other measures may be used and how they would be implemented in this course.)

4. Describe *how* instructors in this course will use the options below to ensure students are engaged in active learning. For each selected method, provide a course-specific and 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 with pre-arranged or self-assigned groups that work together to complete an assigned and graded project, paper, or other goal. (Specify forum(s) and frequency, i.e. at least one per semester, or one per module, etc., whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Faculty-led discussions that require student original posts and replies to other students (Specify forum(s) and frequency, whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Peer-led discussions that require student original posts and replies to other students (Specify forum(s) and frequency, whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Peer assessments of group partners (Specify forum(s) and frequency, whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Peer critiques of student work (Specify forum(s) and frequency, whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Individual student assignments requiring application of material or concept to real world examples or personal experiences or situations (Specify forum(s) and frequency, whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Individual student assignment requiring action outside of course based on student findings or conclusions on research assignment (Specify forum(s) and frequency, whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Opportunities for student feedback on course, or course learning objectives (Specify forum(s) and frequency, whether graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Opportunities for students to use technology with interactive components (Specify types of technology that may be used, whether the activity is graded or voluntary, and how the activity in this course will engage students in active learning.)
☐ Other (Specify means and application.)

5. Explain how instructors teaching this course will provide multiple methods of content representation; for each selected method, describe how this feature would be used in this course and provide at least one example. Possible methods of content representation may include, but are not limited to:

- ☐ Text
- ☐ Audio
- ☐ Photos and Graphic Elements
- ☐ Video
- ☐ Interactive Technology Programs
- ☐ Other: (specify)

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:

CURRENT Moorpark College Distance Education Course Outline Addendum

XV. **DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

1. Mode of Delivery (Check all that apply)

    ☐ 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

    ☐ Other: _____

2. Need/Justification

    ☐ Improve General Student Access   ☐ Other:

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

4. Describe how instructors teaching this course will involve students in active learning.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

6. Describe how instructors teaching this course will evaluate student performance.