

Directions for Distance Education

DE Proposal

Rationale for DE

For accreditation purposes, you **must** answer 2 questions:

1. Why should this course be offered in a Distance Education mode?
2. How was the decision made to offer this course in a Distance Education mode?

Two sample write-ups:

“One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provide another avenue for our students -- most of whom work full- or part-time-- to access our courses. After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our AA degree and agreed that it should be offered as DE.”

“Our Program Review states that our department needs to further diversify our DE offerings. Currently, only two courses are available in the DE format, and with the addition of this course (and two more that are planned), our students will have additional options in how they want to complete their certificate programs. At a recent meeting of our full-time faculty and all of our adjuncts, we decided that when the three courses are approved and offered, students would be able to complete all of their certificate requirements online. We met with our dean, and she approved this plan, also.”

Accessibility

Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. If you need technical training on any or all of them, contact the Teaching and Learning Center.

Course Interaction

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact—initiated by the instructor--must occur in the online portion of the class. **Since this is mandated, do not use sentences like “The instructor may email his students” or “The instructor might choose to email his students.”**

Methods of interaction	Description (add specifics for your course)
Email	The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
Class discussion board	The instructor will regularly participate in discussions that deal with academic content, will constantly provide substantive feedback, and will facilitate all of the discussions.
Feedback on assignments	The instructor will provide regular substantive, academic feedback to students on assignments and other assessments.
Announcements	Announcements that are academic in nature will be posted to the class regularly. To a lesser extent, the instructor will post announcements include

	information on when assignments are due, changes in the syllabus, exam schedules, etc.
Chat	The instructor will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom to conduct virtual office hours.
Webconferencing	The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.
Blogs	Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.
Social networking	A social networking tool will be used to disseminate academic information and allow for student comments.
Telephone	The telephone will be used to interact with students individually to answer questions, review student work, etc.
Face-to-face meetings	Students will come to campus during face-to-face office hours to discuss any facet of the course. (hybrid courses only)
Other	

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. **Make sure you include specific examples for your course, where appropriate.**

Methods of interaction	Description (add specifics for your course)
Email	Students will be encouraged to email each other to ask questions about the course, including assignments.
Class discussion board	Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is...
Group work	Students will work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment is...
Blogs	Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is...
Chat	As an adjunct to the group discussion board, students will use the class chatroom to discuss their group project in real-time.
Peer-editing/critiquing	Students will complete a peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is...
Social networking	A social network tool will be used so everyone can communicate on any topic.
Wikis	Students will use wikis to work collaboratively on a project or paper. An example assignment is...
Webconferencing	Students will interact in real time with each other to discuss course work.
Other	

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. *The content must cover all of the content detailed in the course outline of record. Make sure you include specific examples for your course.*

Methods of interaction	Description (add specifics for your course)
Class discussion board	Each module will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is...
Group work	There will be at least one group project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment is...
Written papers	Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. There will be short papers on... There will be a term paper on...
Internet research	Students will use the Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is...
Quizzes, tests/exams	Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is...
Practice quizzes	Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.
Mini-lectures	Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of... PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. These presentations

Methods of interaction	Description (add specifics for your course)
	will be close captioned. An example presentation will cover...
Simulations	Simulations will be used by students so they can participate in, and learn from, processes that might otherwise be less available because of danger, expense or logistical difficulties. An example simulation for this course is...
Video	<p>Video will be used to demonstrate procedures and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content.</p> <p>You can utilize online videos in various ways, including: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole-class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each.</p> <p>All videos will be close captioned.</p>
Virtual field trips	Students will “attend” virtual field trips to places on web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities. An example field trip and corresponding activity are...
Games	Games will be used as review activities to reinforce previously learned material and to prepare for exams. Games will be used to review for...
Brainstorming	Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. An example brainstorming activity will be...
Projects	Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is...
Peer-editing/critiquing	Students will work in pairs to edit each other’s paper and give feedback in order to improve their writing. An example assignment is...
Blogs	Students will use blogs to discuss topics in the course. An example assignment is...
Polling/surveys	In order to begin a discussion on a controversial issue, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. An example poll will be...
Debates	Debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is...
Case studies	Working in groups, students will evaluate real-world problems, situations, etc. They will then present their cases to the class in the discussion board for analysis. An example case study is...
Role-playing	Students will be divided into groups and assigned roles to “play” in a real-world situation. Each group will have its own discussion board, and students will “speak” by typing on behalf of their assigned role. This type of role-playing will be discussion-based. An example activity is...

Student presentations	Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is...
Other	