COURSE INFORMATION

Course Title	Course Number	Units
Department/Division:		
Effective Term:		

COURSE TYPE

☐**HYBRID:** The course has online components and requires regularly or irregularly scheduled face-to-face meetings

☐**FULLY ONLINE:** The course requires a face-to-face orientation meeting

Require Physical Proctor Exams -   Yes   or   No

If NO, how will Academic Integrity be implemented?_____

REGULAR & EFFECTIVE CONTACT

INSTRUCTIONS:

Describe how course interactions will promote a learning community with instructor to student, student to student, student to content interactions, and student to interface. Title 5 (Section 55204) mandates regular and effective contact with students. Interaction in the distance education classroom must take place in four ways every week: 1. Instructor-Student 2. Student-Student 3. Student-Content 4. Student-Interface.

Be specific.

INTERACTION	DESCRIPTION
INSTRUCTOR TO STUDENT: Describe how both instructor-initiated AND student initiated interaction will occur every week.	
STUDENT TO STUDENT: Describe how the instructor will ensure a community of learners so that student-to-student interaction will occur every week.	

INTERACTION	DESCRIPTION
STUDENT TO CONTENT: Describe how the course curriculum will promote interaction with course content every week.	
STUDENT TO INTERFACE: Describe what applications will be used to promote student interaction with the course content and activities every week.	

MEETING COURSE SLOs

INSTRUCTIONS:

Describe how students will achieve Student Learning Outcomes (SLOs) for this course as described in the current approved version of the Course Outline on Record. (Attach updated Course Outline to the addendum.)

1. For **Student Learning Outcomes**, list ALL SLOs under Section IX from the Course Outline of Record and paste them into the left column of the table below. Student Learning Outcomes are: observable and measurable, discipline specific, relate to GCC's Core Competencies/ISLOs if applicable, align with standards presented by respective professional organizations use, and action verbs associated with Bloom's Taxonomy.

2. For **Method of Delivery/Instruction**, provide examples of delivery that will facilitate achieving the associated Student Learning Outcome. Specify any adaptations in instructional modality resulting from offering this course in a distance-learning mode (online or hybrid), as opposed to the face-to-face mode assumed by the current course outline. Online office hours and homework *cannot* be used as a method of delivery/instruction. Examples might include instructional modalities such as: online lecture (synchronous and/or asynchronous), threaded discussions, small group chat, guided instruction, multi-media, presentations, etc. If applicable, include examples of Sections V of the course Outline of Record. *Refer to page 36-38 in the C&I Faculty Handbook under Methods of Presentation for assistance: http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14724

3. For **Out of Class Assignments**, include example assignments/activities from Sections VI of the Course Outline of Record, as applicable to the online environment. These include assignments or activities for the Student Learning Outcome by which to be assessed. For assistance, use: http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf

4. For **Method of Evaluation,** include examples from Section VII of the course outline of record as applicable to the online environment. Demonstrate how the method of evaluation will promote Academic Integrity in an online environment.

* Use GCC's C&I Faculty Handbook for assistance: http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14724

Student Learning Outcomes	Method of Delivery/ Instruction	Out of Class Assignment	Method of Evaluation

MEETING COURSE EXIT STANDARDS

INSTRUCTIONS:

1. Provide all Course Exit Standards under Section III of the Course Outline of Record.

2. List assignments/activities/assessments (methods) from <u>sections VI and VII</u> of the Course Outline of Record that addresses the exit standard.
   - Include example assignments/activities/assessments (methods) from <u>sections VI and VII</u> of the Course Outline of Record that addresses the exit standard. Any faculty member who teaches this course can use these methods. The developer whom envisioned the methods of this course does not prohibit the use of additional methods used in subsequent courses. For assistance, use: http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf

Course Exit Standard	Method of Assignment/Activity/Assessment

ACCESSIBILITY

The design of the distance education course will ensure access for students with disabilities as required by *The Americans with Disabilities Act of 1990* and the *1998 Amendment to the Workforce Rehabilitation Act (Section 508).* By law, ADA Section 508, learning materials, including interfaces, images, sounds, multimedia elements, and all other forms of information, must be made available for use by anyone, regardless of disability. Applying the principles of Universal Design in curriculum development ensures equal access for all learners. Go to http://oerconsortium.org/universal-accessibility/ to learn and apply UDL to the proposed course.

Describe how the course will apply the principles of Universal Design (UDL) in curriculum:

Principle I: Provide Multiple Means of Representation (the "what" of learning). Visual information: size, contrast, color, layout, spacing, etc. Auditory information: amplitude, speed, timing, cueing, etc. Alternatives for auditory information: Text provided for spoken language, voice recognition-to-text, visual symbols for emphasis, sound alerts, etc. Alternatives for visual information: Text or spoken equivalents for graphics/video/animation, tactile supports for visuals, use of physical objects or spatial models, et		

Principle II: Provide Multiple Means of Action and Expression (the "how" of learning). How will students demonstrate what they have learned? Again, the creation of many paths is key. Some students are good test-takers, while others are not. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment are examples of alternatives to traditional paper/pencil tests.		
Principle III: Provide Multiple Means of Engagement (the "why" of learning). How are you going to provide multiple pathways for students to actually learn the material presented? Practice, or active mental/physical engagement, is required by students to make real learning happen. For example, some students may benefit from small group learning opportunities; others may require more focused practice with precise feedback, while others might benefit from working independently.		

STUDENT SUPPORT SERVICES & RESOURCES

INSTRUCTIONS:

Describe the resources or services that may be required for students to successfully participate in the course**. For each resource/service,** identify/explain implications or impact in each of the areas specified below.

Information Technology Services

• College Helpdesk/Technical support	
• Computer labs	

Student Services

• Bookstore	
• Tutoring	
• DSPS	
• Proctoring	
• Assessment Center	
• Other Required Support Services or Resources (i.e., additional materials or fees)	

Library

• Online Library resources	
• Library facilities	
• Library Orientation	

Other

Other Required Support Services or Resources (i.e. additional materials or course fees)	

STUDENT AUTHENTICATION REMINDER

Because of these new legal requirements, ticket notes for Distance Education courses at GCC need to be explicit about: (1) Welcome Letter Notification (2) Course Check-In Assignment (3) Orientation Meeting.

In the face-to-face classroom a large part of the first class meeting is spent introducing the course, going over the syllabus, getting to know the students, and answering any questions that arise about the course content or assignments. Since students do not have frequent contact with the instructor or with other students in fully online classes and limited face-to-face contact in hybrid classes, students may often feel isolated and uncertain of what is expected. Therefore, a comprehensive college-wide protocol must be instituted through PeopleSoft alerting and mandating students to check their GCC email to retrieve the course Welcome Letter at the moment of enrollment.

In order to establish rapport with the students and to incorporate general best practices for distance education, all distance education faculty will construct a Welcome Letter and email all enrolled students via PeopleSoft TWO working days prior to the first class meeting, and post it in the course Moodle page as a document on or before the day of the first class meeting. However, composed Welcome Letters must also be sent to the division chair FIVE working days prior to the first class meeting. In addition, faculty will design a course Check-In Assignment. The Check-In Assignment will be administered before or in the face-to-face orientation.