

Delivery Methods & Distance Education

1. How will the course content be delivered?

Face to Face
Hybrid
Online

2. How will the course content be delivered?

Delivery for this course is Face to Face.

This course may be taught remotely as a Hybrid or as a completely online course only when an *emergency is declared and such instruction is approved by the College President, the Academic Senate, and the Curriculum Committee.

*Criteria for “an Emergency” may include mandates called by city, county, state, federal agencies and their affiliates (aka FEMA), and/or KCCD Administration.

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Need/Justification-What is the purpose of offering the course by distance education?

1. The purpose of offering the course by distance education is to provide an opportunity for busy students to take the course. Many of our students work, have children, or have other obligations that prevent them from accessing classes on campus. Offering the course online also helps open up limited classroom space for face to face classes.
2. For 2 and 3 – This course can be offered Online and/or Hybrid when the Safety of Students and Staff require. This may include; pandemics, earthquakes, floods... Face to Face instruction would resume only when it is declared safe to do so.

Rigor - Assignments and evaluations should be of the same rigor as those used in the face-to-face course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face-to-face section of this course, how will these requirements be met with the same rigor in the Distance Education section? How will the division ensure course rigor in a distance education course?

Assignments and evaluations will be of the same rigor as those in the face to face course.

55204. Instructor Contact: In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, 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. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. (b) 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. How will regular effective contact be achieved in the course?

Add or remove as necessary

Regular and effective contact will be achieved via:

Use of the LMS:

Synchronous/Asynchronous Discussions

Discussion Boards

Discussion Board Feedback/Comments

Chat feature

Minimum of Bi-weekly announcements

Email

Assignment feedback/comments

Web or phone conferencing Ciccone or ConferZoom

Telephone

Face to face meetings/office hours

Virtual office hours

Software and Equipment: - Beyond the basic requirements for an online course, (an Internet connection, an Internet capable computer, and a modern web browser), what additional software or hardware, if any, is required for this course purely because of its delivery mode? How will technical support be provided?

Beyond the basic requirements, no additional software or hardware is required for the course. Tech support will be provided through the campus IT office, the campus Educational Media Design Specialist, Canvas Support, and the instructor.

Class Size: - Good practice is that section size should be no greater in distance education modes than in regular face-to-face versions of the course. Will the recommended section size be lower or higher than in face-to-face sections? If so, explain why.

Class size will not be larger than face to face sections.

Would offering this course in a distance education format provide unique challenges? If so, how do you plan to address them?

Faculty with Labs, Activities, or performances may want to discuss the issues of the online environment here.

Offering this course would not provide unique challenges outside the normal challenges of any online course. Students have access to a range of services to help them navigate online learning.

Please describe how the course design supports students with disabilities in accordance with the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

This course will meet the requirements of both acts by incorporating the following:

- White space will be used to promote readability and flow.
- Information will be “chunked” into digestible pieces to aid comprehension.
- Headings will be used thoughtfully and uniformly.

- Bulleted and numbered lists will be created using the Rich Content Editor (versus typed manually).
- Hyperlinks use descriptive language to give students a meaningful description of what they are clicking on.
- All images will include alternative text or will be marked as decorative.
- [Videos will, ideally, be embedded within the course management system and, at a minimum, will be closed captioned.
- Tables will be created using the Rich Content Editor to support screen readers.
- Documents and pdfs will be incorporated into the course management system whenever possible. Downloading documents will be minimized.
- Colors will be chosen to provide sufficient contrast. Color will not be used as the sole medium to convey information.
- Time limits can be altered for specific students in Canvas if needed
- The instructor will also be working with the Disability Resource Center to provide any other accommodations that may be necessary. Canvas also has resources to verify ADA compliance: <https://community.canvaslms.com/docs/DOC-2061>

How will you ensure that the student enrolled in the course is the same one participating in the course?

Through the online exam proctor Proctorio, or other online proctoring tool, the instructor can ensure that the student who enrolled in the course is the same one completing quizzes and exams. When a student begins an exam, s/he can be asked to show college ID with name and photo. The settings in Proctorio enable the webcam to record the exam session. The system will alert if any suspicious, unusual activity occurs. Additionally, by requiring the student to complete a written assignment, discussion post, and discussion replies in each module, the instructor can learn the student's writing style and communication etiquette. If a pattern deviates during the course, the instructor can reassess the student through ConferZoom, or other video conferencing tool.