



# Los Angeles Valley College

## Curriculum Committee

### Distance Learning Course Approval Guidelines

This form is used by the Los Angeles Valley College Curriculum Committee to document the proposal and approval of a course to offer sections fully online and/or partially online as a hybrid course. This form is used for both course modifications and new courses. All fields must be completed and relevant curriculum deadlines met prior in order for the proposal to be reviewed by the Curriculum Committee.

Title 5, Section 55206 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to a District's certified course approval process. The distance education course should be reviewed through the cyclical review process of Program Review.

Valley College does not offer correspondence courses. Only Distance Education courses offered as online or hybrid may be submitted for approval. When submitting this form, the department chair certifies that all information in the DE Addendum is complete and accurate by submitting the DE Addendum via ECD.

The Curriculum Committee approval certifies the following requirements have been met. Follow-up on these items is maintained at the Department level by faculty teaching online/hybrid courses and through the faculty evaluation process.

### RELEVANT TITLE 5 SECTIONS

§ 55202 - Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

**§ 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

**§ 55206. Separate Course Approval**

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and
- b) 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)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures. The distance education course should be reviewed through the cyclical review process of Program Review.

**Course Quality Determinations (Title 5, section 55374)**

Determinations and judgments about the quality of the distance education course offering were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.

I understand the above Title 5 regulations: YES  NO

**RECOMMENDED PREPARATION TO SUBMIT THIS PROPOSAL**

Originators proposing to offer this course through a distance education delivery mode should have knowledge and training, as provided through the Distance Education Faculty Training (DEFT) certification course, in the following areas.

- LAVC policies and procedures for distance education

- College-adopted Learning Management System (CANVAS)
- Accreditation requirements for online courses:
  - Section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding accessibility of course material, instruction, and student services for students with disabilities
  - Regular Effective Contact requirements and options for providing substantive interaction to and among online students
- Academic integrity, student authentication, student privacy, and online attendance accounting
- Standards for quality course design and delivery

I certify that the originators of this proposal have read and understood LAVC Distance Education Policies: YES  NO

**Resources:**

If you need assistance with any aspect of revising a course for online delivery, please contact:  
Distance Education Coordinator

If you need assistance or clarification with any aspect of accessibility or reasonable accommodations that the college can make, please contact:

Associate Dean, SSD

**Definitions**

An **online course** never requires a meeting on campus but does require instructor initiated regular and substantive interaction with the students, and among students, either synchronously or asynchronously. These courses are conducted entirely over the internet where course materials are posted on a course website.

A **hybrid course** combines online learning with scheduled face-to-face class sessions on campus with the instructor. The campus sessions meet at the scheduled days, times, and defined location as indicated in the schedule of classes.

A **correspondence course** provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced.

# LOS ANGELES VALLEY COLLEGE

## DISTANCE EDUCATION COURSE OUTLINE ADDENDUM

Online Status 100% Online

Addendum Status New Proposal

**Subject Name & Course Number** Basic Skills 117CE

**Date** 11/01/2019

Cross-listed Subject Name & Course Number (if applicable) \_\_\_\_\_

**1. COURSE OBJECTIVES.** List each course objective exactly as it appears in the course outline of record and explain how students will achieve each objective in the distance delivery format.

1. Discuss how technology drives new ways of working, including online work—the distance delivery format is a direct demonstration of how technology can be utilized to perform online work. Moreover, the format allows students to have convenient access to Internet tools and resources, including video content and job preparation/search services.
2. Demonstrate ability to use social media tools in the job search process and identify steps to create a positive and professional online presence. Use online research and tools to develop resumes, professional LinkedIn profiles, and an ePortfolio—the distance delivery format will provide students with a step-by-step guide to resume creation best practices, setting up an account and adding professional content on LinkedIn, and providing employers access to a functional and effective ePortfolio.
3. Show understanding of the ethical issues involved in using online tools—the distance delivery format will allow for incorporating video content and Internet resources that educate students about behaviors to avoid, as well as which ones to make habits when interacting with others and posting material.
4. Review the two Digital Fluency Assessment Videos and discuss options as well as the pros and cons of how the situations are handled—the distance delivery format is conducive to ease of use when it comes to viewing video content and posting comments and answer to questions in discussion forums. The discussion forums will provide students with an opportunity to interact with both the instructor and peers.

### 2. METHODS OF INSTRUCTION:

#### A. INFORMATION DELIVERY

- Procedural Announcements
- Course Materials/Modules
- Personalized Audio/Video Content
- Online Video
- Internet Resources
- Open Educational Resources
- Library/Database Resources
- Electronic Databases
- Webcasts or other video content
- Podcasts or other audio content
- Webinars
- Discussion Forums
- Listserv

#### B. REGULAR, EFFECTIVE, AND SUBSTANTIVE CONTACT

The Title 5 term “regular effective contact” means that the instructor regularly initiates interaction with enrolled students and provides regular opportunities for interaction among students. The frequency of

instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods as described in LAVC DE Policies.

Response should focus on proactive methods an instructor uses to regularly initiate interaction with students and foster student-to-student interaction rather than student-initiated methods to contact the instructor.

- Weekly content-based announcements in Canvas
- Threaded discussions of course content in Canvas with required student-to-student interaction
- Regular instructor participation in threaded discussions within Canvas
- Instructor-created lectures
- Student-Student Forum Discussions
- Private Messages
- Instructor-initiated contact by Canvas Inbox, email, telephone, or chat
- Responding to Discussion boards
- Video Conferencing
- Timely Webcasts or other video content
- Timely Podcasts or other video content
- Instant messaging/Education Smartphone Apps
- Responding to Bulletin Board/Public Message Forum
- Responding to Discussion boards
- E-Conferencing/Video Conferencing
- Timely Webcasts or other video content
- Timely Podcasts or other video content

### C. HYBRID/IN-PERSON CONTACT

- Personal Orientation Sessions
- In-Person Group Meetings
- In-Person Review Sessions
- In-Person Examinations
- Other (please describe):

If webcasts, podcasts, or any audio/video content boxes are checked, explain how they will be made accessible and section 508 compliant. Any audio/video content will include closed-captioning, and all modules will be ADA compliant, including compatibility with a screen reader.

Comments:

After reading the statement above, is there any reason that regular, effective and substantive contact cannot be maintained? Yes  No

If yes, briefly explain the problem and how that problem is resolved in the regular face-to-face class.

Note: It is the instructor's responsibility to ensure that all course materials including, but not limited to, webcasts, podcasts, audio, and video are made accessible and section 508 compliant.

### 3. HOURS FOR CONTENT DELIVERY AND INTERACTION.

Please show the approximate hours anticipated for student activities that take place to fulfill the

requirements of “in-class” time as indicated on the course outline of record. For example, a 3 unit/3 hour lecture course has 54 hours of “in-class” time. Activities can include reading lesson module, quizzes and exams, participation and discussion forums, or mandatory face-to-face meetings (hybrid only). Activities DO NOT include activities which would normally be expected as homework such as reading the text and preparing and studying for exams.

Activity	Online hours	Student-to-Student	Face-to-Face hours (for hybrid only)	Total Hours per Semester
Creating a LinkedIn profile	2			2
Developing a resume	2			2
Creating an ePortfolio	2			2
Final assessment	1			1
Discussion with instructor/peers	1			1
Use of online research tools	1			1
Total Hours	9			9

#### 4. ACCESSIBILITY AND UNIVERSAL DESIGN.

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings. One of the primary concepts of Distance Education (DE) is to offer students “Learning anytime, anywhere.” Therefore, all DE courses and resources must be designed to afford students with disabilities maximum opportunity to access distance education resources “anytime, anywhere” without the need for outside assistance (i.e. sign language interpreters, aides, etc.). These requirements also apply to any outside websites, which will be used, including publisher’s content.

The following are the accessibility requirements when designing an online/hybrid course:

- All images will have alternative text or alternative descriptions to provide access for students with visual impairments.
- Instructional videos will have accurate closed captioning.
- Audio recordings will include transcripts.
- Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
- Any PDF, PPT, and Word files will follow the accessibility guidelines per Section 508

Confirm that all of the accessibility requirements above will be used when an instructor designs a section of the course for distance education delivery.      Yes  No

If no, briefly explain the problem and how that problem is resolved in the regular face-to-face class.

Note: It is the instructor’s responsibility to ensure that all course materials including, but not limited to, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant. For more information, contact the DE Coordinator and/or the Associate Dean of SSD.

#### 5. USE OF PUBLISHER APPLICATIONS AND WEBSITES

Distance Education courses must be conducted within the college adopted LMS. If any component of this course will be conducted via a publisher’s application in Canvas or a website outside of Canvas, this component must meet the college’s requirements for accessibility, authentication, and student privacy and must be approved before submitting a DE proposal. If publisher products will be used in a section of a course taught using a distance education delivery mode, they must be included in the “Required and major optional reading(s), including textbook (s) and software” section of the course outline of record as required or optional text. If necessary, a course modification must be completed prior to the approval of a course to be taught using a distance delivery mode.

**6. REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES**

If students are required to purchase materials for a section of this course delivered via distance education, the materials must:

- Be added to the “Required and major optional readings” section of the official Course Outline of Record and
- Comply with Title 5 Regulations

Title 5 § 59400(b): Students cannot be required to pay for access to electronic materials “designed primarily for administrative purposes, class management, course management or supervision.”

If this course requires student to purchase an access code, license, or any other electronic materials, name those materials below and explain how they comply with Title 5 regulations.

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**7. INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE.**

By additional funds. Describe: Funds allocated for Adult Education / Basic Skills will be utilized.

By deleting/rotating sections of existing face-to-face courses:

Please indicated the # of expected online or hybrid sections to be offered in the first year:

**8. SUBSTANTIVE CHANGE.**

Accreditation requirements stipulate that before 50% or more of the required units that make up a certificate or program are offered via distance education, a substantive change report must be filed and approved. Please review your department’s distance education offerings and determine whether offering this class online would trigger a substantive change requirement. ***If so, although the course may be tentatively approved by the Curriculum Committee, it cannot be offered online until the report is filed and accepted.*** Your signature below indicates you are aware of this requirement.

This DE Request will result in a Substantive Change Report that needs to be filed:

Yes  No  .