Los Angeles Valley College  
Curriculum Committee  

Distance Learning Course Approval Guidelines  
(Existing Courses)  

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.

This form assures that the educational objectives of the course can indeed be achieved via distance delivery and it makes clear how instructors will maintain regular and substantive contact and interaction between themselves and students as required by Title 5, section 55204, examples of which can include, but are not limited to, asynchronous office hours conducted via the course management system, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, regular course announcements published via the course management system and disseminated to all students enrolled, regular and prompt feedback regarding student work, leading themed discussions regarding the course materials and objectives via the course management system, facilitating student-to-student contact and virtual student groups. These are requirements of all Distance Education courses. 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.

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.

- **Course Quality Standards (Title 5, section 55372)**
  
  The same standards of course quality, including course content and objectives, are applied to the distance education courses offerings as are applied to traditional classroom courses.

- **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.

- **Instructor Contact (Title 5, sections 55204 and 55376)**
  
  Each section of the course which is delivered through distance education will include regular and substantive contact and interaction between instructor and students.
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, 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.
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. Use casual, formal, and extended conversational skills in a social setting.

   Online students will gain an understanding of this objective through a variety of instruction methods which may include online modules, assigned textbook, and online resources such as video and audio recordings. Students will be required to participate in online discussions which will allow them to illustrate various strategies to resolve conflicts, evaluate and select choices as well as make decisions to establish successful social and workplace relationships.

   2. Demonstrate the ability to read, analyze, and respond to personal and public information for household, job, financial, legal, and health concerns and those required in everyday living situations.

   Online students will gain an understanding of this objective through a variety of instruction which may include online modules, assigned textbook, and online resources such as video and audio recordings. Students will be required to complete reading assignments in the textbook, that include the topics mentioned in the objective. In addition, online students will be required to create and submit a job resume. Student effectiveness will be evaluated by the instructor.

   3. Compose and develop basic sentence and paragraph writing while using various syntactical constructs appropriate to level. Topics include prewriting strategies, writing topic, and supporting sentences.

   Online students will gain an understanding of this objective through reading and analyzing model paragraphs in their textbook, as well as various online resources. Online students will demonstrate their understanding by composing their own paragraphs on variety of topics. Students will be asked to create and submit paragraphs that include an introduction, main idea and supporting sentences. The paragraphs will also include various grammar topics discussed in class, such as clauses of time, place, manner, etc., phrasal verbs, and present, past and future tenses. The quality of demonstrated knowledge will be evaluated by the instructor.

2. METHODS OF INSTRUCTION: INSTRUCTOR/STUDENT CONTACT.

   A. INFORMATION DELIVERY
   ✗ Procedural Announcements
   ✗ Course Materials/Modules
   ✗ Personalized Audio/Video Content
   ✗ Online Video
   ✗ Internet Resources
   ☐ Library/Database Resources
   ☐ Electronic Databases
   ☐ Webcasts or other video content
   ☐ Podcasts or other audio content
   ☐ Webinars
B. REGULAR AND SUBSTANTIVE CONTACT
- Reactive and Observational Announcements
- Chat Rooms
- E-mail
- Instant messaging
- Private Messages
- 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. All video content will be close-captioned and all audio content will have a transcript.

Comments:

Online courses must have regular and substantive instructor/student contact and interaction initiated by the instructor. This includes but is not limited to examples that are listed under Letter B on Page 3 and/or (a) themed discussions/interactions between instructor and students, (b) interactive assignments between instructor and student, and (c) instructor feedback and communication of course progress to students.

After reading the statement above, is there any reason that regular 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Online</th>
<th>Face-to-Face</th>
<th>Total</th>
</tr>
</thead>
</table>

DE Submittal Form
VCCC Draft November 2017
Lesson Modules (reading content and watching instructional videos) 126 126
Quizzes and exams 40 40
Participation/Discussion Boards 50 50

Total Hours 216 216

4. **ACCESSIBILITY.** 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.). Distance education courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

After reading the statement above, is there any aspect of the course that cannot be made accessible to students with disabilities?  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. For more information, contact DE Coordinator and/or Associate Dean of SSD.

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

   By additional funds. Describe:
   By deleting/rotating sections of existing face-to-face courses: Rotating existing courses
   Please indicated the # of expected online or hybrid sections to be offered in the first year:

6. **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 ☒