

Distance Education Addendum Language for Online Courses

Need/Justification

The option of online/hybrid course delivery will benefit student scheduling, particularly in cases of scheduling conflicts, and allow flexibility with instructor staffing. The College is working toward increasing online course offerings, which may contribute to increased interest and enrollment.

Fostering and Maintaining Student Engagement

For courses offered completely online, students will engage in the class on a weekly basis. In hybrid courses, activities may vary in methods of supporting in-person course-work. Examples include weekly quizzes, films, readings, discussions, and/or exams. Readings, lectures, and links to external sources will be available online. The instructor will communicate with the students through written feedback on their assignments, emails, course announcements, and interaction through asynchronous discussions and forums. The campus-wide early alert system (within the first six weeks of the semester) allows instructors to identify students struggling in such courses, and identify additional academic resources, including tutoring.

In online courses, instructors will maintain regular and effective interaction among students. Instructions on activities will be provided to students enrolled in hybrid courses. Student-to-student interaction can be accomplished through: messaging via the LMS, discussion forums, and asynchronous/synchronous group communications using the WorldWideWhiteboard or conferencing tools, collaborative projects, or group blogs. The instructor will establish guidelines for frequency and parameters of the contact.

Course Quality

The course will uphold and maintain the rigor required for study in the discipline. Assignments will align with the defined student learning outcomes. Materials used each semester align with those in the approved COR, and assignments for each mode of delivery are created to assess student learning related to the course SLOs. This consistency ensures the maintenance of college-level standards. All course materials are reviewed by faculty in the field and the peer review team assembled during instructor evaluation cycle.

Student Identity Verification

There are a number of ways student identity may be verified. Online students may take a syllabus quiz the first week of class, will be asked to attest to their identity, and pledge that the person logging into the course and submitting the work will be the student enrolled in the class. Weekly assignments also ensure user authenticity as do discussions, the use of plagiarizing detection software (e.g., TurnItIn), and the instructor checking in with the student via email, SMS (texting), and/or social media. User login data and IP address data will also be monitored. The instructor may use video-conferencing tools throughout the semester.

SLO Assessment

For online and hybrid students, the SLOs and relevant assignments will be aligned with those approved in the COR. Students are provided assessment criteria (e.g., grading expectations, rubrics) that describe the assignment standards and student learning expectations. Student learning will be assessed based on these criteria and the associated SLOs. A post-course learning assessment (student assessing their own learning and accomplishment of SLOs) occurs through final examinations and final papers, when required.

Accommodating Students with Disabilities

Students with disabilities documented with the Disability Support Program for Students (DSPS) office will be accommodated by receiving extra time on exams, or using other accommodations identified, suggested, and made available by the DSPS Office.

Additional Resources

YES or NO response.