Instructions for Completing the Distance Learning Template in eLumen

This document is intended to help faculty complete the Distance Learning section of the course outline so it meets federal, state and local requirements. Questions? Your DE Curriculum Representative is here to support you: whitney.clay@westvalley.edu.

Specifications

Directions

Select Distance Education as a method of instruction, and then copy/paste the following statement into the field.

Instructor uses the college’s Learning Management System to engage students in regular and substantive interaction with activities such as posting regular announcements, uploading course materials, moderating discussion forums, and providing frequent feedback to students on assessments and assignments.

Distance Learning

I. Need/Justification: What is the intent in offering the course by distance education? How will learning be enhanced by the delivery of this course by distance education?

Directions

Copy/paste into eLumen one of the two paragraphs below. Customize as needed.

An online offering of this course provides an alternative to traditional face-to-face instruction and participation for students who are unable to enroll in an on-campus course. An online offering can reach new student populations and can provide more opportunities for students to complete requirements. This course includes regular and substantive contact between a) instructor and students, b) students
and students, and c) students and course content. The course uses online technologies that accommodate the needs of students with disabilities.

In our professional field, most employers seek employees with a combination of formal education and experience working in the field. Students who work develop complimentary perspectives in both theory and practice, and with that, they generally perform better in class. An online offering of this course provides an alternative to traditional face-to-face instruction and participation for students who are unable to enroll in an on-campus course because of work or other obligations. This course includes regular effective contact between a) instructor and students, b) students and students, and c) students and course content. The course uses online technologies that accommodate the needs of students with disabilities.

II. Regular and Effective Contact: Please indicate the type and purpose for each method of contact you use in the course.

**Background**

Methods of contact must be instructor-initiated activities. While auto-graded homework assignments can contribute to learning, auto-grading is not a method of contact from the instructor. Methods of contact need to show what the instructor is actively doing to provide instruction.

State and Federal requirements call for the following:

A. **Curriculum describes types of contact provided for all students in the course.**

B. The extra attention we provide to some but not all students, while important, cannot be part of the course outline. (Examples: progress reports only for students in special programs or any student-initiated contact.)

C. The contact and interaction provided for students through distance learning courses meets all three of these criteria:
   1. Initiated by the instructor
   2. Regular and somewhat frequent
   3. Substantive, meaning academic in nature

Types of Regular and Effective Contact, as described in the state and federal requirements, include but are not limited to the following: chat rooms, discussion forums, email, field trips, group meetings/seminars, individual meetings, lab activities, learning management system (LMS), lecture, library workshops, orientation sessions, review/study sessions, supplemental seminars, telephone/voicemail, video conferencing.

**Directions**

*Copy/paste into eLumen all contact types that could be used for this instruction of this course.
Learning Management System (LMS) must be included as a contact type. For each contact type, be sure to include the purpose statement. Customize as needed.*

**Contact Type: Chat Rooms**

Purpose: Instructor facilitates chat room discussions on topics related to the course. Instructor evaluates and provides feedback on student participation in chat room sessions.
**Contact Type: Email**
Purpose: Instructor sends students regular emails containing announcements, relevant content, and feedback on course assignments or overall class progress.

**Contact Type: Discussion Forum**
Purpose: Instructor moderates discussion forums, stimulates discussion and critical thinking, evaluates student participation and performance, and provides feedback.

**Contact Type: Field Trips**
Purpose: Instructor organizes field trips so that students can further their learning by experiencing relevant topics and events in real-world contexts.

**Contact Type: Group Meetings**
Purpose: Instructor provides guidance, evaluation, and feedback for student group meetings.

**Contact Type: Individual Meetings**
Purpose: Instructor provides opportunities for individual instructor-student meetings in order to answer questions, discuss concerns, provide guidance, or give feedback.

**Contact Type: Lab Activities**
Purpose: Instructor provides lab opportunities, either on campus or online, where students experiment and practice with the content they are learning.

**Contact Type: Learning Management System (LMS)**
Purpose: Instructor uses the Learning Management System to post regular announcements, upload course materials, engage in discussion, evaluate and provide frequent feedback to students on assessments and assignments, and post grades.

**Contact Type: Lecture**
Purpose: Instructor posts lecture materials for students to access, study, and review. Instructor may also present lecture content live through video-conference. Lecture content may be presented in a variety of formats, including but not limited to written materials, PowerPoint presentations, video clips, audio recordings, links to external sources, and collaborative web-based file-sharing tools such as Google Docs or Google Slides.

**Contact Type: Library Workshops**
Purpose: Instructor offers Library workshops designed by the college’s instructional librarians in order to help students develop the research skills needed to succeed in the course.

**Contact Type: Orientation Sessions**
Purpose: Instructor provides an orientation session designed to prepare students to succeed in the course. An orientation session may be held in person or online and covers topics such as course syllabus and schedule, required materials, instructor expectations, strategies for success, demonstrations, and student introductions.

**Contact Type: Review/Study Sessions**
Purpose: Instructor hosts review or study sessions to help students review key concepts, clarify understanding, and retain their knowledge of course content. Review/study sessions may be offered in a variety of formats such as in-person, live chat, or video-conference.
Contact Type: Supplemental Seminars
Purpose: Instructor provides supplemental seminar opportunities so that students can further develop their knowledge and deepen their thinking about course content.

Contact Type: Telephone/Voicemail
Purpose: Instructor provides telephone contact in order to answer student questions about assignments or course content, to provide feedback on student progress, or to discuss concerns.

Contact Type: Video Conferencing
Purpose: Instructor provides video-conferencing sessions for the entire class in order to present content and facilitate discussion or provides opportunities for individual or group sessions in order to answer student questions about assignments or course content, to provide feedback on student progress, or to discuss concerns.

III. How will students meet course objectives in a distance learning environment? Please list two (2) or more course objectives, and for each, describe methods of instruction, a sample student assignment, and of evaluation. Include as many objectives as necessary to show that themes established by the objectives are integrated into methods of instruction, evaluation and student assignments. Examples should relate specifically to the objective.

Directions

Choose at least two (2) Course Objectives from this course outline. IMPORTANT: Carefully follow the supplemental directions provided in red/italics with the first example below.

A. Write in present tense!
B. For each objective include the following:
   a. Objective
   b. Methods of Instruction
   c. Student Assignment
   d. Methods of Evaluation

Example from CHST001 Principles & Practices of Teaching Young Children

Objective: Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies, and ethical standards. (Copy/paste the objective from Learning Outcomes section in eLumen. Do NOT compose a new objective here.)

Method of Instruction: The instructor uses video-conferencing, videos, podcasts, and written material to present content. (Instructor must be the subject, or the “doer,” in this sentence.)

Student Assignment: Discussion Forum: Assess an ethical dilemma that involves children, families, and/or co-workers. Discuss why it involves ethics and formulate a defensible course of action justified by the NAEYC Code of Ethical Conduct. Post your original response (minimum post of 400 words) by the first deadline and reply to a minimum of 3 classmates (minimum of 100 words each) by the second
deadline. *(This must be a specific assignment, worded as if addressing the students directly. Make sure at least one of your assignments shows how your course promotes student-student interaction.)*

**Method of Evaluation:** The instructor evaluates discussion forum posts to assess student learning of the objective. *(Say what the instructor does to assess learning of the objective.)*

**Example from BUSN036 Strategic Management**

**Objective:** Develop strategy formation, implementation and evaluation processes.

**Method of Instruction:** The instructor uses videos and written material to present content.

**Student Assignment:** Discussion Forum: Share the strategies you have developed, including your implementation and evaluation processes. Post your initial response by the first deadline, and reply to at least two classmates’ posts by the second deadline. In your replies, start with a statement of positive feedback and then provide a suggestion to strengthen the strategy, implementation, or evaluation process they presented.

**Method of Evaluation:** The instructor uses a discussion forum, a quiz, and a final project to assess student learning of the objective.

**Example from PARA021 Introduction to American Law**

**Objective:** Describe the various components of the federal and California judicial systems.

**Method of Instruction:** The instructor uses video-conferencing, videos, PowerPoint slides, animations, and the e-text to present content.

**Student Assignment:** Complete the New York Times v. Sullivan homework activity. This assignment guides you the through the process of analyzing the First Amendment issues in the case New York Times v. Sullivan and requires written answers for each question.

**Method of Evaluation:** The instructor administers a quiz to assess student learning of the objective.

IV. Describe how students will access instructional materials and resources. If you require students to purchase specific software, please describe how it will be available and supported for students.

**Directions:** Copy/paste into eLumen any or all of the sentences below to build your answer. Customize as needed for any additional materials or resources needed for your course.

All course materials can be accessed from the college’s Learning Management System (LMS).

Students are expected to purchase and download and software for this class.

Software is available to students for a limited amount of time for free.

Some instructional materials are available from a textbook publisher site.

The campus has limited but available computer work stations in the Library.

Support from tutors is available in the Success Center.
V. “Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.” (Distance Education Accessibility Guidelines, January 2011) Describe how this course (instruction, materials, videos, documents, PowerPoints, web sites, publisher materials, and resources outside the LMS) are accessible to students with disabilities.

**Directions**

*Copy/paste into eLumen all of the text below. You do not need to modify.*

Instructors teaching this class adhere to all compliancy laws and standards for making courses materials accessible.

This includes using content and instructional systems such as the course management system, captioned videos, ADA compliant PowerPoints, ADA compliant websites, and ADA compliant documents. This also includes all publisher materials, content, and websites.

This course adheres to requirements set forth in the Electronic and Information Technology Section 508, the Rehabilitation Act of 1973 (amended 1998, 2000), and California SB 105 (September 2002).

VI. Other than access to the distance learning course management system, what are the resources or technical support necessary for students and/or faculty to offer the course by distance education?

**Directions**

*Copy/paste into eLumen all of the text below. Customize as needed for any additional resources or technical support for your course.*

Students and faculty need a computer with reliable internet access; in some cases, a webcam and/or microphone may also be needed. Students can receive assistance with internet and laptop resources from the college’s Office of Student Needs. Students and faculty can access Learning Management System technical support by going to the “help” center in the LMS. Faculty can receive support and training in effective instructional methods from the West Valley College Online leadership team.