## DL Course Components and Delivery Methods:

*Title 5 Regulations, and the California Board of Governors for the California Community Colleges, require that course quality standards are met (same as applied to traditional courses) and that “Any portion of a course conducted through distance education includes regular effective contact between instructor and students,* ***and*** *among students, either synchronously or asynchronously… Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.”*

In order to approve a course for DL delivery and meet Title 5 regulations, the faculty developer of the DL course must describe each envisioned component and delivery method of the DL course. Table 1 includes accepted abbreviations that describe the ***Mechanics*** and ***Pedagogy*** envisioned for each component and delivery.

For each instruction method listed in the table, include:

1. unique abbreviation of the method (to be used later in Table 2 - Course Weekly Schedule of Activities)

* Please use the abbreviation currently in Table 1 – limit to established abbreviations
* If you add an abbreviation, please make it two or three letters and have a unique function not fulfilled by the other delivery methods

1. how the method will work (**Mechanics**)
2. how the method will help students to learn the course material (**Pedagogy**)

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**Include methods that may be used by any faculty who teaches this course. Methods envisioned by the developer of the course do not prohibit the use of other methods by other faculty who may subsequently teach this DL course.**

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| Method Abbreviation | Mechanics of Method/Activity(how does the method work?) | Pedagogy of Method/Activity(how will students learn through this method?) |
| **AN**  **Announcements** | Weekly/regular class announcements will be posted to the Learning Management System (LMS).  Announcements may be posted more frequently on weeks with more assignments and/or as needed to respond to trends in student questions and/or activity. | Regular communication between instructor and student helps maintain regular and effective instructor-initiated contact. |
| **AU/VI**  **Audio and**  **Video Components** | Audio and video (AU/VI) components may be assigned as part of the lecture (LEC) to provide students another presentation of course material.  Audio files will have transcripts and video components will have closed captioning.  Examples of AU/VI components:   * Recorded lectures * Topic-related videos * Tutorials for sample exercises and problems | AU/VI components help reinforce concepts and allow students multiple formats to access course material and discover learning preferences. Students will be able access the material and help create instructor-to-student contact. |
| **CM**  **Communication** | There will be regular instructor-initiated communication for the duration of the course. The communication may be in the form of announcements, emails messages, participation in discussion forums, assignment feedback, telephone conversations and/or face-to-face contact, either during office hours or at face-to-face meetings.  Students will be encouraged to communicate with the professor regarding the course at any time. The professor’s contact information will be posted in the course LMS and the syllabus.  Responses will be made in a timely manner as defined in the course syllabus. | Communication encourages regular and effective instructor-initiated student contact.  Regular instructor-initiated communication with students will help to construct a sense of community, increase engagement, and build relationships between students and the professor.  The encouragement of regular student-to-instructor communication also increases student engagement, community and success.  Prompt responses to students’ questions will help to support students in their online experience and show professor presence. |
| **CO**  **Course Orientation** | *Online*:  Students participate in online orientation activities which may include some of the following activities:   * Discussion forum introductions * Syllabus quiz * Online readiness activities * Learning management system (LMS) tutorials and support   *Hybrid:* Similar activities to the online course orientation with face-to-face options may take place at the on-campus course orientation. | Orientation activities introduce students to the course, the professor and to their classmates.  A course orientation meeting (online or in-person) provides students with a sense of “community” as they meet their classmates either in-person or in a “virtual” setting.  Student-to-student interaction contributes to a student-centered learning environment.  Posts made by students to an introduction forum also allow the professor to participate by setting the stage for continued regular and effective contact throughout the course.  Syllabus quiz reinforces key aspects of the course.  Online readiness activities prepare students for the expectations of learning in an online mode.  LMS tutorials show students ways to request support while in the course and help navigating the LMS.  Course orientation activities allow the professor to identify no-shows. |
| **DF**  **Discussion Forum** | Regular discussion forums may be scheduled to offer students the opportunity to discuss course topics. | Discussion forums in an online environment replace in-class discussions and allow students the opportunity to express opinions, explore course topics, and gain assistance on difficult concepts.  Discussion forums allow student-student contact and collaboration which builds workplace skills such as teamwork, cooperation, negotiation and consensus building.  Student-to-student interaction contributes to a student-centered learning environment. As per Title 5 regulations, faculty should integrate multiple student-student contact opportunities into an online course.  Discussion forums also allow for professor-to-student contact where the professor actively participates in class discussions and provides feedback and guidance. |
| **EX**  **Exams** | Exams may be given covering cumulative sections of the course content, e.g. midterm and final exam | Exams cover more content than quizzes and assess understanding and application of course content. |
| **F2F**  **Face to Face** | *If scheduled as hybrid:*  Students will participate in F2F meetings as scheduled in the official Schedule of Classes and as determined appropriate by the department.  F2F meetings may include the following:   * Testing * Lectures * Demonstrations * Student presentations * Group work   If hybrid, regular and effective contact (REC) must be ensured for the online component of the course. | F2F meetings may use a variety of teaching methods to appeal to many different learning preferences and identify trends in student learning difficulties and successes.  F2F meetings will also provide students with a sense of community and college/program affiliation. |
| **FT**  **Field Trips** | Field trips may be required in a course, where students will experience the objects of study first hand. Students may be assigned a venue to visit, or may be able to choose their venue. The instructor will provide instructions and possibly supplemental materials to contextualize student learning. | Field trips provide an alternative, experiential space and medium for student instruction. Students will be able to apply their knowledge from their textbook and other delivery modes. Experiencing educational objects within their natural context creates a dynamic learning environment and helps consolidate understanding. |
| **GW**  **Group Work** | Various activities may be assigned throughout the course where students may be allowed to work in groups, e.g., practice sets, special projects, presentations, collaborations, case studies, group study, etc. | Collaborative work reinforces learning by allowing students to exchange and share ideas about the content. Group work engages students, allows student-student interaction, and creates community in an online environment. |
| **HA**  **Homework Assignments** | Students may be required to submit a variety of homework assignments.  Examples of homework include:   * Homework * Worksheets * Journals * Portfolios   HAs will be listed in the LMS and syllabus. Submission of assignments will be through the LMS, or at scheduled F2F meeting if the course is hybrid. Grades will be posted in the LMS. | HAs will allow the student to apply and practice concepts introduced in course lecture/reading material or experiential activities. HAs will be matched with appropriate lecture and reading modules.  HAs with a research component will direct students to use the College Library online resources (e.g., Chat with a Librarian, databases, tutorials, and/or research guides) and practice research skills. |
| **LAB**  **Laboratory** | Lab work reinforces textbook material and gives students the opportunity to practice and master essential discipline-specific skills.  Demonstrations may be given to illustrate procedures or processes.  Students work on their own or in groups to complete the lab activities. | Lab activities are performed to reinforce lecture concepts and to provide students the opportunity to practice activities, master skills, discover important precepts, and communicate effectively, with instructor supervision, guidance, and feedback. |
| **LO**  **Learning Objectives** | Unit-level learning objectives for each chapter, topic or module will be posted and should relate to course-level objectives. | Learning objectives are brief descriptions of specific things a learner completing the unit will know or be able to do. They are presented to indicate to students what they are expected to learn. |
| **LEC**  **Lecture** | Lectures may consist of face-to-face discussion in a hybrid course and/or delivered online via a presentation tool or documents for download in the LMS. | Lectures will complement required textbook readings by providing a variety of explanations, visual and audio examples in order to help students with diverse learning preferences.  Lectures support the content and reinforce student learning. |
| **QZ**  **Quizzes** | Regular quizzes may be assigned in the course. Quizzes may be completed via the LMS, in the classroom (if hybrid), or at DSPS as appropriate.  Quizzes may include various types of questions such as true/false, multiple choice, short answer and essay-style.  Quiz dates, available credit, and instructions will be posted in the LMS. | Quizzes are aimed at improving student understanding and knowledge of the course content.  Quizzes are given to check for student learning of course materials before proceeding to the next learning module.  Quizzes provide the student with timely feedback on their progress in the course.  Quizzes also encourage students to keep with the pace of the course and emphasize the value of the HA and DF assignments. |
| **PA**  **Practice**  **Assessments** | Students may be offered practice assessments to test comprehension and get them used to taking online assessments. | Practice assessments enable students to determine the areas requiring more study and reduce anxiety about test taking. |
| **PM**  **Publisher Materials** | If used, the department will check that all online components of the publisher materials are accessible, including audio and visual components.  PM will be integrated into the LMS to ensure authentication. | Publisher materials may offer supplemental learning activities to students.  Some publisher materials offer an adaptive learning approach to solving homework problems with advanced questions and solutions available based on student responses. This allows each student to elevate their learning and comprehension to the highest level. |
| **RP/EP**  **Research/ Essay**  **Papers** | Students will submit research or essay papers as assigned by the professor. | Papers enable students to engage with a subject in more depth and practice communication skills. They may require critical thinking or research, depending on their intent. Papers also allow for professor-to-student contact as the professor gives detailed, individualized feedback. |
| **SG**  **Study Guides** | May be provided for quizzes and/or exams. | Study Guides provide students with the focus of the exam material and allow students to adequately prepare for the upcoming exam.  Study Guides also allow students to ask questions which may contribute to professor-to-student interaction. |
| **TR**  **Textbook Readings** | Students will read the assigned textbook and are expected to become familiar with the text. Homework Assignments (HA), Quizzes (QZ) and Discussion Forums (DF) may require information from the textbook.  Other assigned reading material may be presented if it is deemed by the instructor to be relevant to the course material. Reading assignments will be listed in the LMS and syllabus. | Textbook readings are assigned to work in conjunction with HAs, QZs, LECs and DFs.  Textbook readings provide the foundation of content in the course. |