Delivery Methods & Distance Education

College: Cerro Coso College Discipline: Cerro Coso College Course Title: Archaeology Course Number C131

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings (âceHybridâ€)

Online course with on ground testing

iTV â€' Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The rigor, methods of evaluation and out-of-class assignments are the same for all modalities with the exception of classroom discussion and participation which is replaced with required participation in an online discussion forum.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video
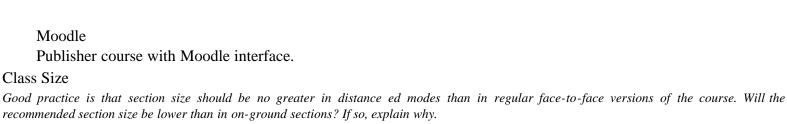
Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

I am using

iTVâ€'Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Delivery Methods & Distance Education

College: Cerro Coso College Discipline: Cerro Coso College Course Title: History of Western Art I Course Number C105

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face
Online (purely online no face-to-face contact)
Online with some required face-to-face meetings (â€œHybridâ€)
Online course with on ground testing
iTV â€' Interactive video = Face to face course with significant required activities in a distance modality
Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Hybrid Students read text assignments, take quizzes, have responsive journal entries, and conduct hands-on projects. Projects are photographed and images are uploaded for evaluation. Journal entries and quizzes are submitted online for faculty evaluation. Online Students read text assignments, take quizzes, have responsive journal entries, and conduct hands-on projects. Projects are photographed and images are uploaded for evaluation. Journal entries and quizzes are submitted online for faculty evaluation.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums
Moodle Message

Other Contact:

Chat/Instant Messaging
E-mail
Face-to-face meeting(s)
Newsgroup/Discussion Board
Proctored Exam
Telephone
iTV - Interactive Video
Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computer, monitor Digital Camera IE Explorer or Firefox Flash plug-in

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of

electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

<u>I am using</u>

iTVâ€'Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Hybrid 25 Online 35 Preferred maximum enrollment for online courses is 45 students. ITV 30

Delivery Methods & Distance Education

College: Cerro Coso College   Discipline: Cerro Coso College   Course Title: Survey of Anatomy & Physiology Lecture   Course Number C121

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings ("Hybrid")

Online course with on ground testing

iTV – Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Online students will participate in class instruction activities by spending at least three contact hours per week reading or viewing lecture material, participating in discussions with fellow students and the instructor, and taking quizzes, exams, or other assessments that would be done in the traditional face-to-face classroom. In the hybrid class, face to face interaction for difficult lecture concepts is possible. In addition, students will participate in online class instruction activities by spending at least three contact hours per week reading or viewing lecture material, participating in discussions with fellow students and the instructor, and taking quizzes, exams, or other assessments that would be done in the traditional face-to-face classroom. Wherever possible time spent in the iTV classroom will be equivalent to time spent in the traditional, face-to-face classroom. Instruction will take place via the iTV system using similar or adapted lectures and demonstrations and students will participate in class activities from their location using the iTV system.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support

to be provided?

None.

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

<u>I am using</u>

iTV—Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No.

Delivery Methods & Distance Education

College: Cerro Coso College   Discipline: Cerro Coso College   Course Title: Introduction to Business Office Technology   Course Number C100

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings (â€œHybridâ€)

Online course with on ground testing

iTV â€' Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The online course will include the exact same assignments as the on campus, hybrid, or ITV course.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No special software is required because of delivery mode but the Microsoft Office suite including Word, Excel, Access, Powerpoint, and Outlook is required.

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

I am using
iTV—Interactive Video only
Moodle
Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Delivery Methods & Distance Education

College: Cerro Coso College Discipline: Cerro Coso College Course Title: Adult Supervision Course Number C281

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings (âCœHybridâ€)

Online course with on ground testing

iTV â€' Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The assignments and evaluations will be the same no matter what delivery method is used. Students will be required to observe school-aged children in license or licensed-exempt out-of-school programs in their community.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

<u>I am using</u>

iTVâ€'Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no

Delivery Methods & Distance Education

College: ___Cerro Coso College___ Discipline: ___Cerro Coso College___ Course Title: ___Organic Chemistry II___ Course Number ___C223___

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings (â€œHybridâ€)

Online course with on ground testing

iTV â€' Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Delivery Methods & Distance Education

College: Cerro Coso College Discipline: Cerro Coso College Course Title: Tools for College Success Course Number C101

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face
Online (purely online no face-to-face contact)
Online with some required face-to-face meetings (â€œHybridâ€)
Online course with on ground testing
iTV â€' Interactive video = Face to face course with significant required activities in a distance modality
Other
-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The rigor will be the same as the face-to-face delivery.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums
Moodle Message

Other Contact:

Chat/Instant Messaging
E-mail
Face-to-face meeting(s)
Newsgroup/Discussion Board
Proctored Exam
Telephone
iTV - Interactive Video
Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No additional software will be required. Technical assistance will be provided through the KCCD Help Desk 24/7

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

I am using

iTVâ€'Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size will be the same as face-to-face classes.

COURSE OUTLINE OF RECORD					
Form D (Distance Education Addendum)		**Date**	**9/14/2008**		Page 1 of 4
Discipline	CSCI	**Course No.**	C165	**Units**	1.0	
Course Title	Advanced Access				
Non-Credit Category	Click here to choose Non-Credit Category.				

COURSE CATALOG DESCRIPTION
This hands-on computer course is designed to provide an advanced understanding of entry level creation and modification of database applications in business. Action queries, table relationship properties, automating tasks with macros are covered including Switchboard development. Visual Basic for Applications is introduced to enhance database construction and functionality. Managing with replication and synchronization as well securing with user level Security Wizard is included. This course completes study of skills required in preparation for Microsoft Application Specialist exam for Access.

Delivery Method(s). *Check all that apply.*

X	**Hybrid**	X	**iTV**	X	**Online**

Describe the rationale for offering the course via the identified method(s) of delivery.

Rationale	**Hybrid**	**iTV**	**Online**
This course serves educational needs of an identified population	X	X	X
This course is required for a distance education degree or certificate	X	X	X
There is insufficient enrollment for this course a particular site	X	X	X
There are schedule, facilities, and/or instructor conflicts for this course at a particular site	X	X	X
Other			

For each identified method of delivery, describe how the hours of instruction make this course equivalent to the hours of instruction defined in the Course Outline of Record.

Hybrid	The assignments, readings, and projects, and rigor are the same no matter which method of delivery is used.
iTV	The assignments, readings, and projects, and rigor are the same no matter which method of delivery is used.
Online	The assignments, readings, and projects, and rigor are the same no matter which method of delivery is used.

For each identified method of delivery, describe how assignments and evaluations will be adapted to accommodate the identified method of delivery. Assignments and evaluations must be equivalent to (if not the same as) those noted in the COR.

Method of Delivery	Assignment	Evaluation
Hybrid	Assignments are submitted to a web page.	For each method of delivery, a web base instructional Moodle site is used.
iTV	Assignments are submitted to a web page.	For each method of delivery, a web base instructional Moodle site is used.
Online	Assignments are submitted to a web page.	For each method of delivery, a web base instructional Moodle site is used.

	Cerro Coso Community College					
COURSE OUTLINE OF RECORD						
Form D (Distance Education Addendum)		**Date**		**9/14/2008**		Page 2 of 4
Discipline	CSCI	**Course No.**	C165	**Units**	1.0	
Course Title	Advanced Access					
Non-Credit Category	Click here to choose Non-Credit Category.					

Indicate the proposed maximum class size for each identified method of delivery.		
Hybrid	30	Most labs are maxed at thirty stations.
iTV	20 each site	*Preferred maximum enrollment for iTV courses is 20 students at each site.*
Online	45	*Preferred maximum enrollment for online courses is 45 students.*

For each identified method of delivery, describe how the instructor will identify and respond to students experiencing difficulty.	
Hybrid	Moodle messaging, forum postings, telephone or Skype, instant messaging and personal appointments where possible will be used to identify and respond to students.
iTV	Moodle messaging, forum postings, telephone or Skype, instant messaging and personal appointments where possible will be used to identify and respond to students.
Online	Moodle messaging, forum postings, telephone or Skype, instant messaging and personal appointments where possible will be used to identify and respond to students.

Regular effective contact is a requirement of Title 5, Section 55204. Identify the methods of regular effective contact that may be used (Check all that apply):

Methods of Contact	Hybrid	iTV	Online	Comments
Text-Based Contact				
E-Mail	X	X	X	
Outside Reading	X	X	X	
Research (LRC, Internet, Other)	X	X	X	Microsoft video demonstrations and help pages.
Lecture	X	X	X	
Discussion Forum	X	X	X	
Chat/Instant Messaging	X	X	X	
Electronic Presentation (*e.g.*, PowerPoint)	X	X	X	PowerPoint presentations on all tutorial work may be posted at Moodle course.
Document Camera		X		
SmartBoard				
Other				
Audio-Based Contact				

Cerro Coso Community College						
COURSE OUTLINE OF RECORD						
Form D (Distance Education Addendum)		**Date**		**9/14/2008**		Page 3 of 4
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Non-Credit Category	Click here to choose Non-Credit Category.					

Telephone	X	X	X	Where required, but optional
Synchronous Audio (*e.g.*, CCC Confer, etc.)	X	X	X	optional
Asynchronous Audio (*e.g.*, WAV, WMA, etc.)	X	X	X	optional
Other				
Video-Based Contact				
Synchronous Video				
Asynchronous Video (*e.g.*, Archived Breeze, Flash, WMV, Read, etc.				
CD				
VHS				
DVD				
Other				
Website Support				
MOODLE	X	X	X	
Outside Website (*e.g.*, publisher, CourseCompass, Aplia, etc.	X	X	X	Case Grader or SAM
Electronic Posting of Grades	X	X	X	
Feedback	X	X	X	
Lecture Materials	X	X	X	
Other				
Classroom Support				
Remote Equipment Start-up				
Test Proctoring				
Teaching Assistant		X		

Cerro Coso Community College						
COURSE OUTLINE OF RECORD						
Form D (Distance Education Addendum)			Date		9/14/2008	Page 4 of 4
Discipline	CSCI		Course No.	C165	Units	1.0	
Course Title	Advanced Access					
Non-Credit Category	Click here to choose Non-Credit Category.					

Other				
For each identified method of delivery, identify hardware needed by the instructor to teach this course effectively.				
Standard College IT infrastructure	X	X		
For each identified method of delivery, identify hardware needed by the student to complete the course successfully.				
Computer supporting Office 2007: • 500 megahertz (MHz) processor or higher • Grammar and contextual spelling in Word is not turned on unless the machine has 1 GB memory. • 2 gigabyte (GB) Hard Disk; a portion of this disk space will be freed after installation if the original download package is removed from the hard drive. • 1024 X 768 or higher resolution monitor • Microsoft Windows XP with Service Pack (SP) 2, Windows Server 2003 with SP1, or later operating system[3]	X	X	X	
CD Drive				
For each identified method of delivery, identify software needed by the student to complete the course successfully.				
Office 2007 including Excel 2007, Word2007	X	X	X	
Internet Explorer 6.0 or later, 32 bit browser only. Internet functionality requires Internet access.	X	X	X	

CURRICUNET DISTANCE EDUCATION REVIEW REPORT

Step Title	Course#	Course Title	Course Description	Delivery Method	Rigor	Effective Instructor-Student Contact	Software and Equipment	Accessibility	Class Size
CIC First Review	HMSV C104	Field Work in Human Services	This course is intended to provide the student with the complete experience of working in a human services setting. Students are required to pass drug screening and to have a life scan at their own expense, and may need to fulfill other site specific requirements before beginning the field work experience. Students will have the opportunity to apply information, develop and practice skills, participate in a supervisory relationship, receive performance evaluation, and provide feedback to other human services trainees.	Face to face iTV ? Interactive video = Face to face course with significant required activities in a distance modality		Other Contact E-mail Telephone iTV - Interactive Video		iTV?Interactive Video only	The total size per campus should be no greater than 20.
CIC First Review	INST C004	Supervised Tutoring	This course provides support for students who need further assistance in their academic or study skills to succeed in a particular class. The course assists students with learning specific study skill behaviors related to being successful in a course. Requisites: Faculty or Counselor Referral	Face to face iTV ? Interactive video = Face to face course with significant required activities in a distance modality Other - real-time with internet connection for one on one tutoring.	See bottom note.	Other Contact Chat/Instant Messaging Telephone Face-to-face meeting(s) Other (specify)	See bottom note.	iTV?Interactive Video only	Supervised Tutoring is a form of supplemental instruction delivered through a learning center. Online delivery is archived for monitoring by a supervisor who meets minimum qualifications under 53415 Class size is only determined by the number of student referred and tutor availability. These will be made in increments of 500 Delivery may be a variety of learning assistance forms such as tutoring, success lab practice,workshops.
CIC Final Decision	INST C004	Supervised Tutoring	This course provides support for students who	Face to face	See bottom note.	Other Contact	See bottom note.	iTV?Interactive Video only	Supervised Tutoring is a form of supplemental

			need further assistance in their academic or study skills to succeed in a particular class. The course assists students with learning specific study skill behaviors related to being successful in a course. Requisites: Faculty or Counselor Referral				instruction delivered through a learning center. Online delivery is archived for monitoring by a supervisor who meets minimum qualifications under 53415 Class size is only determined by the number of student referred and tutor availability. These will be made in increments of 500 Delivery may be a variety of learning assistance forms such as tutoring, success lab practice,workshops. Online tutoring is synchronous tutoring using high speed internet connection.
				iTV ? Interactive video = Face to face course with significant required activities in a distance modality		Chat/Instant Messaging	
				Other - real-time with internet connection for one on one tutoring. May be archived for evaluation/supervision.		Telephone	
						Face-to-face meeting(s)	
						Other (specify)	
CIC Member Review and Comment	MATH C130	Finite Mathematics	Finite Mathematics is designed for students majoring in Business/Economics, Computer Information Systems, and Social Sciences. Topics to be covered include: matrices, linear programming, mathematics of finance, sets and probability, descriptive statistics, Markov chains, and game theory.	Face to face Online with some required face-to-face meetings (?Hybrid?) Online course with on ground testing iTV ? Interactive video = Face to face course with significant required activities in a distance modality	Approved on-site proctors are required for online course exams.	Moodle Discussion Forums Moodle Message Other Contact E-mail Face-to-face meeting(s) Proctored Exam	Moodle Publisher course with Moodle interface.
CIC Technical Review--CIC Chair to first agenda	PARA C120	Intro to Legal Research	This course provides students with the knowledge and tools to properly complete legal research. The class will examine both primary and secondary sources. Students will learn to use	Online with some required face-to-face meetings (?Hybrid?) Other - ? Use of the Cerro Coso Online Template ? Email ? Threaded discussion		Other Contact E-mail	Foundations of Legal Research & Writing, 2nd edition, Carol Bast and Margie Hawkins, West Legal Studies publisher, 2002.

			correct citation form and complete several research assignments. Focus will be on researching Federal and California law using both Internet sources and electronic databases. Advisory: Reading Level 1, Writing Level 1.	pages ? Chat room ? Links to resources including library and student services ? Electronic assessment/testing (for example essays, homework assignments, portfolios, audio tapes, quizzes, exams, etc.) ? Student progress reports ? Course syllabus that meets Title V requirements ? Ancillary online lecture material appropriate to the course			Supplementary text: Finding, Reading and Using the Law, Anne Stevens, West Legal Studies publisher, 2002. Online lectures and PowerPoint demonstrations Student access to electronic databases containing Federal and State law cases. Student access to Shepard?s Citations.		
						Chat/Instant Messaging			
CIC Final Decision	RET C100	Introduction to Renewable Energy Technology	This course provides students with a broad, introductory overview to the terminology and basic concepts of wind, solar and a summary of other renewable energy sources. Students learn how wind or solar energy is captured and transformed into useable energy. Students also gain an understanding of the science behind renewable energy.	Face to face Online (purely online no face-to-face contact) Online with some required face-to-face meetings (?Hybrid?) Online course with on ground testing iTV ? Interactive video = Face to face course with significant required activities in a distance modality	There is no difference in rigor in delivery modes.	Moodle Discussion Forums Moodle Message Other Contact E-mail Face-to-face meeting(s) iTV - Interactive Video Proctored Exam Newsgroup/Discussion Board	The student needs access to computer with internet connectivity and interactive multimedia capability with commercially available software (such as Skype, or Adobe Connect or similar). Technical support is provided by referring student to hardware and software vendor's technical support websites.	Moodle iTV?Interactive Video only Publisher course with Moodle interface.	There is no difference between on-line, hybrid, and on-ground class size.
CIC First Review Decisions and 2nd Agenda	RET C123	Solar Photovoltaic Technology and Systems II	This course provides the learner with knowledge of solar energy systems, with an emphasis on solar photovoltaic (PV) installations as applicable to residential and small-scale commercial projects. The course prepares students for the North American Board of Certified Energy Practitioners (NABCEP) PV entry-level certification exam.	Face to face Online with some required face-to-face meetings (?Hybrid?) iTV ? Interactive video = Face to face course with significant required activities in a distance modality	The rigor is the same regardless of delivery mode.	Moodle Discussion Forums Other Contact E-mail Chat/Instant Messaging Face-to-face meeting(s) iTV - Interactive Video Newsgroup/Discussion Board	The student needs access to computer with internet connectivity and interactive multimedia capability with commercially available software (such as Skype, or Adobe Connect or similar). Technical support is provided by referring student to hardware and software vendor's technical support websites.	iTV?Interactive Video only Moodle	Class size will be the same, regardless of delivery mode.
CIC Final Decisions	RET C215	Permitting and Siting	This course provides the student with an understanding of the technical and non-technical issues that can impact the permitting and siting of wind farms. The impact of geographical terrain, wind patterns, energy capture, and wind	Face to face Online (purely online no face-to-face contact) Online with some required face-to-face meetings (?Hybrid?) Online course with on	There is no difference in assignments and evaluations between the any of the delivery modes.	Moodle Discussion Forums Moodle Message Other Contact	? N/A ?	iTV?Interactive Video only Moodle	No.

				ground testing		E-mail			
			turbine generator placement interactions is discussed, as well as the need for meeting national, local, and other socio-political siting-related issues for a successful permitting and siting process.	iTV ? Interactive video = Face to face course with significant required activities in a distance modality		Telephone Face-to-face meeting(s) iTV - Interactive Video Newsgroup/Discussion Board			
CIC Final Decisions	RET C217	Power Electronics	Students learn the basic concepts of semiconductor components used in power electronics and their functions. Typical industry applications such as inverters and industrial control systems are also covered. Students learn about simulating power circuits with a schematic capture and simulation program. Emphasis is placed on safety concepts of working with high power equipment. This includes emphasis on proper grounding/bonding, arc-over, and use of personal protective equipment and test gear. Students adhere to safe operating procedures when working on trainers or circuits in the lab.	Face to face Online with some required face-to-face meetings (?Hybrid?)	The rigor is the same, regardless of delivery mode.	Moodle Discussion Forums Other Contact E-mail Chat/Instant Messaging Face-to-face meeting(s) Newsgroup/Discussion Board	No additional hardware or software is needed.	Moodle	Class size is the same, regardless of delivery mode.
CIC Final Decisions	RET C219	Power Generation, Transmission, and Distribution	In this course, the student learns the basics of high voltage transmission systems and the underlying design issues with arc-over and safety. Concepts of single and three phase electrical power generation characteristics are covered as applicable to utility-scale transformers, relays, capacitors, switchgear and related components for both common delta and wye configurations. Typical component designs and application are also topics of discussion.	Face to face Online (purely online no face-to-face contact) Online with some required face-to-face meetings (?Hybrid?)	There is no difference in assignments and evaluations between any of the different delivery modes.	Moodle Discussion Forums Moodle Message Other Contact E-mail Telephone Face-to-face meeting(s) Newsgroup/Discussion Board	No additional hardware or software is needed.	Moodle	Class size is the same, regardless of delivery mode.
CIC Member Review and Comment	RET C271	Blade Materials, Maintenance, and Repair	This course provides students with an understanding of inspection and assessment of wind turbine blades. Students learn about typical types of blade damage, as well as repair rules and techniques for gel coat damage, cracks, broken laminate and de-bonding on leading/trailing edges, etc. Students also learn about risks of and safety precautions for working with chemicals, and they will learn methods for locking the	Face to face Online with some required face-to-face meetings (?Hybrid?)	Rigor is the same, regardless of delivery mode.	Moodle Discussion Forums Moodle Message Other Contact E-mail Chat/Instant Messaging Face-to-face meeting(s) Newsgroup/Discussion Board	No additional software or hardware is needed.	Moodle	Class size is the same, regardless of delivery mode.

				turbine in a safe way.					
CIC Final Decisions	RET C273	Advanced Wind Turbine Generator Operation and Maintenance	This course provides the student with an understanding of wind turbine generator manufacturers' scheduled maintenance requirements. This includes wind turbine generator component replacements, fiberglass repairs, low/high voltage cable checks and replacement techniques, and advanced analysis techniques to locate potential problems. Students learn how Supervisory Control and Data Acquisition (SCADA) is used in the operations and maintenance process. Each operations and maintenance technique is presented with an emphasis on safety.	Face to face Online with some required face-to-face meetings (?Hybrid?) Online course with on ground testing iTV ? Interactive video = Face to face course with significant required activities in a distance modality	Rigor is the same, regardless of delivery mode.	Moodle Discussion Forums Moodle Message Other Contact E-mail Telephone Face-to-face meeting(s) iTV - Interactive Video Newsgroup/Discussion Board	No additional software or hardware is needed.	Moodle	Class size is the same, regardless of delivery mode.
CIC Final Decisions	RET C275	Advanced Industrial Motor Controls	This course provides students with hands-on experience with wiring, installing, and troubleshooting electrical devices associated with motor control applications that are typically used in wind turbine generators. Students gain an understanding of electrical diagrams of such systems and use diagrams for designing and wiring such systems. Students learn and practice safe operating procedures and proper use of test and personal protective equipment for these activities.	Face to face Online with some required face-to-face meetings (?Hybrid?) Online course with on ground testing iTV ? Interactive video = Face to face course with significant required activities in a distance modality	Rigor is the same, regardless of delivery mode.	Moodle Discussion Forums Moodle Message Other Contact E-mail Telephone Face-to-face meeting(s) iTV - Interactive Video Newsgroup/Discussion Board	No additional hardware or software is needed.	Moodle	Class size is the same, regardless of delivery mode.
CIC First Review	WEXP C101	Introduction to Work Experience	Seminar devoted to career orientation, job search skills, initiative, goal setting, motivation, job attitudes, practical psychology, applied human and industrial relations, and current issues related to individual experiences and problems of students enrolled in work experience.	Face to face Online with some required face-to-face meetings (?Hybrid?) iTV ? Interactive video = Face to face course with significant required activities in a distance modality	All campus locations could be used for 2 all day Saturday of 4 half day seminars that would allow for the personal feedback given to students regarding interview skills, workplace readiness, communication skills and all aspects that require direct assessment of the student in person.	Moodle Discussion Forums Other Contact E-mail Telephone Face-to-face meeting(s) iTV - Interactive Video Newsgroup/Discussion Board			Enrollment online, hybrid or iTV courses should be limited to a fractional part so that the total enrollment is the same as the face to face.
CIC First Review	WEXP C102	Occupational and Career Work Experience I	Occupational/Career Work Experience is an extension of occupational learning opportunities and career awareness for students through employment in occupational fields to	Face to face Online (purely online no face-to-face contact) Online with some required face-to-face	Site Visits can be made via teleconference, online conferencing like Skype, CCC Confer and others as	Moodle Discussion Forums Moodle Message			iTV course maximums would be the same however; site enrollments would be lower so that the maximum for all sites would not exceed the course maximum.

	meetings (?Hybrid?)	appropriate.	
which their college programs or majors are related. Credit is granted at the rate of: (a) Each 75 hours of paid work equals one (1) semester unit of credit, OR (b) Each 60 hours of non-paid work equals one (1) semester unit of credit. Students may obtain up to four units per semester or a maximum of 16 units total toward their Associate Degree.	iTV ? Interactive video = Face to face course with significant required activities in a distance modality		Other Contact
			E-mail
			Chat/Instant Messaging
			Telephone
			Face-to-face meeting(s)
			iTV - Interactive Video
			Newsgroup/Discussion Board

de_review

CERRO COSO COMMUNITY COLLEGE
ONLINE APPROVAL

1.   SUBJECT DISCIPLINE and COURSE NUMBER: DMA C133 (formerly MA C180)

2.   COURSE TITLE: Motion Graphics with After Effects

3.   UNITS: 3.0

4.   COURSE DESCRIPTION: In this project based course, students will learn to produce visual effects, composite images and movies, and create original animated presentations. Topics include combining video, still images, graphics, text and sound into video productions. A special emphasis is placed upon the fundamental motion graphics skills necessary to produce video content for broadcast, web and multimedia.

5.   MINIMUM ONLINE REQUIREMENTS:

- Use of the Cerro Coso Online Template
- Email
- Threaded discussion pages
- Chat room
- Links to resources including library and student services
- Electronic assessment/testing (for example essays, homework assignments, portfolios, audio tapes, quizzes, exams, etc.)
- Student progress reports
- Course syllabus that meets Title V requirements
- Ancillary online lecture material appropriate to the course

6.   REQUIRED TEXTS:

Adobe Press. (2007). *Adobe After Effects CS3 Professional Classroom in a Book*. Berkeley, CA: Peachpit Press.

7.   SUPPLEMENTAL MATERIALS: Adobe After Effects CS3 Professional software

8.   SPECIAL ONLINE REQUIREMENTS:

Yes   _X_ No ____
(If yes, please attach Identified Special Needs for Online Delivery form)

CERRO COSO COMMUNITY COLLEGE
IDENTIFIED SPECIAL NEEDS FOR ONLINE DELIVERY

SUBJECT DISCIPLINE and COURSE NUMBER: DMA C133 (formerly MA C180)

I believe that this course has special needs that cannot be met through the use of the components of the minimum online requirements. These identified needs and the proposed solutions are:

Identified Needs	Proposed Solutions
Students' computer needs to provide the processing power required for software.	Minimum System Requirements:

Windows

- Intel® Pentium® 4, Intel Centrino®, Intel Xeon®, or Intel Core™ Duo (or compatible) processor
- Microsoft® Windows® XP with Service Pack 2 or Windows Vista™ Home Premium, Business, Ultimate, or Enterprise (certified for 32-bit editions)
- 1GB of RAM for DV; 2GB of RAM for HDV/HD
- 3GB of available hard-disk space
- 1024x768 monitor resolution with 32-bit video card; Adobe recommended graphics card for GPU-accelerated playback
- For OpenGL support: Adobe After Effects supported OpenGL 2.0 card (NVIDIA recommended)
- DVD-ROM drive
- QuickTime 7.1.5 software

Macintosh

- PowerPC® G4 or G5 or multicore Intel processor
- Mac OS X v10.4.9–10.5 (Leopard)
- 1GB of RAM for DV; 2GB of RAM for HDV & HD
- 3GB of available hard-disk space plus 2GB of space for optional content (additional free space required during installation)
- 1024x768 monitor resolution with 32-bit video card; Adobe recommended graphics card for GPU-accelerated playback
- For OpenGL support: Adobe After Effects supported OpenGL 2.0 card (NVIDIA recommended)
- DVD-ROM drive
- QuickTime 7.1.5 software required to use QuickTime features

Internet connections need to accommodate Web-based multimedia.

Internet Access: Broadband connectivity strongly recommended (DSL, Cable Modem or faster)

SIGNATURE PAGE

SUBJECT DISCIPLINE AND COURSE NUMBER: DMA C133 (formerly MA C180)

Your signature verifies that you have reviewed and evaluated the course outline of record and have discussed the online delivery of this course with other members of the review committee and that you are satisfied that the delivery method is appropriate for maintaining quality of instruction.

This form must be signed by the proposing instructor and at least **two other** full-time faculty members of disciplines approved to teach the course as listed under Course Discipline List in the course outline. If two other full-time faculty members do not exist, signatures may be obtained from an adjunct instructor in the discipline or a full-time faculty member in a closely related field.

Proposing Instructor:

Suzanne Ama	/s/ Suzie Ama	1/30/08
Print Name	Signature	Date

Review Committee:

Lisa Darty	/s/ Lisa Darty	1/31/08
Print Name	Signature	Date

Cori Ratliff	/s/ Cori Ratliff	1/31/08
Print Name	Signature	Date

Delivery Methods & Distance Education

College: _Cerro Coso College_ Discipline: _Cerro Coso College_ Course Title: _Emergency Medical Technician_

Course Number _C105_

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings (â€œHybridâ€)

Online course with on ground testing

iTV â€' Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Through utilization of lecture series, Moodle forums, discussions, email, online meetings (Adobe Connect), and other resources deliver and evaluation of students is similar to that of a face-to-face course. Students testing is completed with online proctored exams for the didactic portions of the course. Students are required to complete practical lab portions of the course to practice and ultimately pass practical skills exams.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

-Adobe Connect

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

The package fee for the textbook and workbook provides access to all required online access from the book company to include: audio book, online workbook, testing site, and review testing program.

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

<u>I am using</u>

iTVâ€'Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

None.

Delivery Methods & Distance Education

College: Cerro Coso College   Discipline: Cerro Coso College   Course Title: Beginning French I   Course Number   C101

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face
Online (purely online no face-to-face contact)
Online with some required face-to-face meetings ("Hybrid")
Online course with on ground testing
iTV – Interactive video = Face to face course with significant required activities in a distance modality
Other
-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Hybrid 45 iTV 20 per site/max 45 total Preferred maximum enrollment for iTV courses is 20 students at each site. Online 45 Preferred maximum enrollment for online courses is 45 students.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums
Moodle Message

Other Contact:

Chat/Instant Messaging
E-mail
Face-to-face meeting(s)
Newsgroup/Discussion Board
Proctored Exam
Telephone
iTV - Interactive Video
Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computer with internet connection, CD, DVD, audio playback, and printer. Software capable of playing audio and video from CD and DVD MS Office compatible suite - Ability to read and write Word, Excel, and PowerPoint files

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

<u>I am using</u>

iTV—Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Hybrid Preferred maximum enrollment iTV Preferred maximum enrollment for iTV courses is 20 students at each site. Online Preferred maximum enrollment for online courses is 45 students.

Delivery Methods & Distance Education

College: __Cerro Coso College__ Discipline: __Cerro Coso College__ Course Title: __Intermediate Algebra__ Course Number __C055__

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings ("Hybrid")

Online course with on ground testing

iTV – Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Approved on-site proctors are required for online course exams.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

I am using

iTV—Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Hybrid 45 iTV 20 per site/max 45 total Preferred maximum enrollment for iTV courses is 20 students at each site. Online 45 Preferred maximum enrollment for online courses is 45 students.

Delivery Methods & Distance Education

College: Cerro Coso College   Discipline: Cerro Coso College   Course Title: Introduction to Kinesiology
Course Number C101

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method
Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings ("Hybrid")

Online course with on ground testing

iTV – Interactive video = Face to face course with significant required activities in a distance modality

Other

-• Use of the Cerro Coso Online Template • Email • Threaded discussion pages • Chat room • Links to resources including library and student services • Electronic assessment/testing (for example essays, homework assignments, portfolios, audio tapes, quizzes, exams, etc.) • Student progress reports • Course syllabus that meets Title V requirements • Ancillary online lecture material appropriate to the course

Rigor
Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Effective Instructor-Student Contact
Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

Software and Equipment
What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Accessibility
Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

I am using
- iTV—Interactive Video only
- Moodle
- Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Delivery Methods & Distance Education

College: Cerro Coso College   Discipline: Cerro Coso College   Course Title: Astronomy   Course Number   C125

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method
Face to face
Online (purely online no face-to-face contact)
Online with some required face-to-face meetings ("Hybrid")
Online course with on ground testing
iTV – Interactive video = Face to face course with significant required activities in a distance modality
Other
-

Rigor
Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

For the online version of PHSC C125, the telescope based activities listed in the COR's Topical Outline will be replaced with sky simulation activities of equal rigor and content. This is a standard approach for teaching telescope based astronomy in colleges and universities that lack access to telescopes or dark skies.

Effective Instructor-Student Contact
Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.
Moodle:
Discussion Forums
Moodle Message
Other Contact:
Chat/Instant Messaging
E-mail
Face-to-face meeting(s)
Newsgroup/Discussion Board
Proctored Exam
Telephone
iTV - Interactive Video
Other (specify)

Software and Equipment
What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

For the online version of PHSC C125, the sky simulation software "Stellarium" will be required for several lab activities. The software is open source and free to download for both Windows and Mac from: www.stellarium.org. Because the software is a popular open source project, it has extensive documentation and community support.

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

<u>I am using</u>

iTV—Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Delivery Methods & Distance Education

College: Cerro Coso College Discipline: Cerro Coso College Course Title: Review of Elementary Spanish
Course Number C110

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination 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 w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings (â€œHybridâ€)

Online course with on ground testing

iTV â€' Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Subject matter in both ITV and online is the same as in face to face. In addition, a TA is available on all campuses to assist with assignments and exams. A course website, with lectures, syllabus, announcements, and assignments. For online classes, there are auditory tutorials and all assignments, quizzes and exams can be submitted online. There is also an auditory/oral component in which students listen to recordings and submit their own recorded assignments. Instructor listens and gives students feedback on recordings.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Microphone and headset for the oral component.

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of

electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

<u>I am using</u>

iTVâ€'Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.