necessary to update the COR every time instructors change a book. Those listed are considered examples not the precise book used in any given section. In some cases, the books used are classics and are not updated regularly. In those cases, use the “notes” area at the end of the CurricUNET COR to explain that issue. CurricUNET has fields in which to input all the essential information for texts. Open Educational Resources (OERs) may be used in place of a textbook. However faculty should consult with the Articulation Officer to ensure that there will be no impact on the articulation of the status of the course.

DISTANCE LEARNING ADDENDUM:

Title 5 and accreditation standards all impact distance education. The face-to-face version of the course is considered the level to be achieved in a distance education format, and the distance learning addendum (DLA) is designed to allow authors to show how they will adapt a face-to-face course to the distance education. The curriculum committee must approve DLAs separately. The following is a summary of effective practices based on Title 5, section 55206:

Distance education requirements call for a separate review process to ensure that a course taught at a distance is taught to the course outline of record and to ensure quality through regular effective instructor-student contact. As the course outline of record is the basis for articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality. Typically, this separate review is achieved through the use of a “distance education addendum.” (The Course Outline of Record: A Curriculum Reference Guide, ASCCC 2008, page 60)

Following these guidelines, the curriculum committee examines the DLA for:

- Sufficient detail to show how the face-to-face delivery is being modified to for distance education. This entails both content and assignments. For example, if the course is typically a lecture course, how will the lecture material be delivered to students? If students typically make in-class presentations, how students do this in the distance education format?
- Instructor to student interaction is present and indicates that the instructor initiates that interaction rather than making students initiate it. Give specific examples of ways instructors interact with students. If a discussion board is used for interaction, give an example of how the discussion will be conducted
- Methods of evaluation match those in the face-to-face course
- Accessibility is addressed via 508 compliance

In addition to the criteria listed above, the Chancellor’s Office of the California Community Colleges requires that the following additional information be contained on the Course Outline of Record for all Credit Courses. They will be completed in the Curriculum Office prior to sending the course to the
DISTANCE LEARNING ADDENDUM

You are required to complete a Distance Learning Addendum Supplemental any portion of the course is planned to be taught in a distance-learning format (e.g., but not limited to hybrid, online, telecourse, teleconferencing, and virtual-reality based delivery). The Distance Learning Addendum (aka DLA) provides the Curriculum Committee with the information needed to ensure that the quality of the course remains intact via the alternative delivery method. It is also important to note that a DLA can not be submitted to the Curriculum Committee as an isolated item; to approve a DLA, the committee must examine the entire course outline of record to evaluate the appropriateness of the DLA to meet the instructional needs of the course. As such, please make sure that the entire course outline is complete and current when proposing a new DLA or a modification to an existing DLA.

A few items in the DLA bear special explanation. Section B asks how your department will adapt the methods of instruction used in the face-to-face mode of this course for the distance learning mode. For example, if you typically convey new material to students by lecturing, how will you do this in an online mode? If you typically ask students to make in-class presentations, how will students do so via teleconferencing? In other words, the Committee expects that your department is familiar with and has thought carefully about what tools are the most appropriate to convert the essential instructional components of this course to a distance learning mode.

Section C asks how you will maintain regular, effective contact with the students, including how the instructor will initiate contact. In a face-to-face class, you interact with your students via class announcements, lectures, moderated discussions, question and answer periods, directed review sessions, to name but a few forms of interaction. How will you initiate similarly effective interaction with your students online? How will you ensure that students are regularly participating in class assignments? You should describe what your department has determined to be effective ways for students to benefit from a regular instructor presence in the course, both as a conveyor of specialized information and as a facilitator of student learning and engagement. Further, you should describe what your department has determined to be an appropriate regularity for initiating contact with students. For example, in order for the students to succeed in the course, do you need to read and respond to every discussion board posting within twenty-four hours? In sum, the Committee expects that your department has seriously considered and reached consensus on how and how often to initiate contact with students, as well as how to determine what makes a particular form of interaction effective for promoting student engagement.

Section D asks you to describe how you will promote and monitor effective student-to-student contact. For example, if you typically ask students to engage