Distance Education Addendum Language for Online and ISP Courses

Need/Justification

The option of online/hybrid course delivery will benefit student scheduling, particularly in cases of scheduling conflicts, and allow flexibility with instructor staffing. The College is working toward increasing online course offerings, which may contribute to increased interest and enrollment. For ISP, offering the course in correspondence mode allows FRC to deliver course materials to students at various prisons where other delivery modalities are not permitted or available.

Fostering and Maintaining Student Engagement

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

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

For ISP, students have effective and regular contact with their instructors through assignment submission and written feedback on assignments every two weeks, and on midterm and final examinations. Students correspond with instructors regarding course related issues or questions using the provided Instructor Office Hour.

In ISP and in addition to course packets, students receive:

- Incarcerated Student Program Handbook to provide information about the Program's mission, purpose, background, curriculum, faculty and staff, advisement, registration, and other ISP policies, and prison locations to students, instructors, and prison education officials.
- A Student Education Plan that aligns with advising guidelines and criteria.
- A triplicate Instructor Student Communication form to handle issues that remain unresolved (Copies of the form are sent to the instructor, Dean of Instruction, and Assistant Dean of Instruction).
- An Office Hour form allowing students to raise issues through correspondence that would typically be accomplished during instructor's on campus office hours.
- An Assignment Sheet form to prevent delivery mix-ups.

Incarcerated Student Proctor Agreement form to formalize the on-site proctoring arrangements with the objective of reducing plagiarism.

Course Quality

The course will uphold and maintain the rigor required for study in the discipline. Assignments will align with the defined student learning outcomes. Materials used each semester align with those in the approved COR, and assignments for each mode of delivery are created to assess student learning related to the course SLOs. This consistency ensures the maintenance of college-level standards. All course

materials are reviewed by faculty in the field and the peer review team assembled during instructor evaluation cycle.

For ISP, course materials are periodically reviewed by lead-faculty in the program and the ISP administrative staff. The ISP curriculum review faculty also systematically reviews courses and works with instructors on course revisions.

- All ISP courses are formatted into seven learning modules. Assignments are typically due every two weeks.
- In addition to readings from a course textbook, modules include course and lecture notes meant to replicate content provided in a face-to-face section of the course.

The ISP Office works with instructors to provide supplemental course material to students as needed or requested.

Student Identity Verification

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

For ISP, students complete and sign a Registration Application in front of a California Department of Corrections and Rehabilitation education coordinator who sends the application to FRC's ISP Office for processing and delivery to the Admissions and Records Office. Course assignments and exams are updated every semester to minimize the potential for plagiarism, and midterm and final exams are proctored.

SLO Assessment

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

All ISP courses follow assessment guidelines on individual Title 5 Course Outlines. In addition to instructor created assignments, pre- and post- questionnaires may be used for students to reflect on their learning and achievement of the course SLOs. Grades are recorded by the instructor, calculated at the end of the term, and official transcripts are sent to students at the end of each semester.

Like other FRC courses, ISP instructors use the early alert system to identify students struggling in the course. Students receive progress reports half way through the semester.

Accommodating Students with Disabilities

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

In coordination with prison educational staff, FRC's Disability Support Program for Students offers support to students with temporary or permanent disabilities.

Additional Resources

YES or NO response for online courses.

The ISP Office coordinates with prison sites and educational staff, students, and FRC instructors to supply material and resources as needed.