



FORM D WORKSHEET (WITH EXAMPLES)

Use this FORM D WORKSHEET as a tool to help you to develop the distance education component of your course. After completing this form and reviewing it with the Distance Education Department, you can cut and paste the information into [WebCMS](#).

On this worksheet you will find more detailed information/suggestions/examples of the information you can include. Please remember to delete any extra text before submitting your information to **WebCMS**.

PASADENA CITY COLLEGE DISTANCE EDUCATION ADDENDUM

COURSE INFORMATION

Course Title & Number:
Department:
Effective Term:

COURSE TYPE

INSTRUCTIONS:

SELECT ALL THAT APPLY. (IF THERE IS ANY CHANCE A COURSE MIGHT BE DELIVERED **IN BOTH MODALITIES** ATANYTIME **SELECT BOTH.**)

- HYBRID:** The course has online components and requires regularly or irregularly scheduled face to face meetings
- FULLY ONLINE:** The course has no required face-to-face meetings

COURSE REQUIREMENTS FOR ALL DISTANCE EDUCATION COURSES	HYBRID DELIVERY REQUIREMENTS	FULLY ONLINE DELIVERY REQUIREMENTS
<p>Must be taught using the College’s Learning Management System.</p> <p>Must be U.S. Government ADA and Section 508 compliant (all online content must be accessible for students with disabilities).</p>	<p>Date and times of required meetings must be included in the Schedule of Classes.</p>	<p>Any planned face-to-face meetings, such as an orientation or study session, must be optional.</p> <p>Students must be notified via the college Schedule of Classes and the online syllabus for the class if proctored tests are required for this course.</p> <p>The use of asynchronous discussion is a required component of every fully online course.</p>

REGULAR & EFFECTIVE CONTACT

Before filling this out, use the [Form D Interaction Worksheet \(97-2003\)](#) or the [Form D Interaction Worksheet, Accessible Version \(DOCX\)](#) to help you complete this section.

INSTRUCTIONS:

Describe how course interactions will promote a learning community with instructor to student, student to student, and student to content interactions. [Title 5 \(Section 55204\)](#) mandates **regular and effective contact** with students. Be specific.

For each type of interaction (instructor to student, student to student, and student to content) consider:

- What types of interactions will occur?
- What types of communication/technology tools will be used and why?
- How will the tools be used?
- How frequently will communication/interaction occur via these various tools?

INTERACTION	DESCRIPTION
<p>1. INSTRUCTOR TO STUDENT: Describe how both instructor-initiated and student initiated interaction will occur.</p>	
<p>2. STUDENT TO STUDENT: Describe how the instructor will ensure a community of learners so that student to student interaction will occur.</p>	
<p>3. STUDENT TO CONTENT: Describe how the course curriculum will promote interaction with course content.</p>	

COURSE OUTLINE

Before filling this out, use the [Form D Course Outline Worksheet \(97-2003\)](#) or the [Form D Course Outline Worksheet, Accessible Version \(DOCX\)](#) to help you complete this section.

INSTRUCTIONS:

Describe how students will achieve **Student Learning Outcomes (SLOs)** for this course as described in the official **Course Outline of Record** (in [WebCMS](#)):

1. Copy the **SLOs** from the course outline into the left column of the table below.
2. For **Method of Instruction** (center column), provide an example of an assignment that will facilitate achieving the associated outcome. Also specify any adaptations in instructional methodology resulting from offering this course in a distance-learning mode (online or hybrid), as opposed to the face-to-face mode assumed by the current course outline.
 - For ideas of assignments/tasks that apply to distance education, please see the [Course Design](#) section of the **Distance Education Faculty Handbook**.
3. For **Method of Evaluation** (far right column), list how the assignment or activity you specified in the center column will be assessed in the online environment.
 - For more information about assessment and distance education, please see the [Course Assessment](#) section of the **Distance Education Faculty Handbook**.

The sample table on the next page contains examples from various PCC courses.

STUDENT LEARNING OUTCOMES (SLOS)	METHOD OF INSTRUCTION: PROVIDE AN EXAMPLE OF AN ASSIGNMENT OR ACTIVITY FOR EACH OUTCOME	METHOD OF EVALUATION: PROVIDE AN EXAMPLE OF HOW THE ASSIGNMENT OR ACTIVITY WILL BE ASSESSED

SAMPLE TABLE

SAMPLE TABLE STUDENT LEARNING OUTCOMES (SLOS)	METHOD OF INSTRUCTION: PROVIDE AN EXAMPLE OF AN ASSIGNMENT OR ACTIVITY FOR EACH OUTCOME	METHOD OF EVALUATION: PROVIDE AN EXAMPLE OF HOW THE ASSIGNMENT OR ACTIVITY WILL BE ASSESSED
Describe the formal features of works of art from the material covered in the course syllabus, employing the language of formal analysis modeled in the course and the textbook.	Collaborate with one other student to compose a 600-word essay in which two works of art, chosen from selected chapters in the textbook, are compared and contrasted using only the visual elements and design principles learned in the previous Learning Module (scaffolding). The essay must contain a motive, thesis, evidence, and a conclusion.	Assignment Rubric
Express an understanding of the ways in which art has been employed historically to express fundamental human ideals, values & beliefs.	Discuss how the use of materials, approach to process and function, OR meaning is different (or perhaps similar) in the finished works of one or two contemporary sculptors (as assigned below) as compared to the traditions of material, approach to process, function, or meaning in African sculpture that were explored in the e-learning video and discussed in our textbook. Write one original Threaded Discussion post and then reply to the postings of two other class members by commenting on their postings. All postings should be original and add value or new insight to the whole discussion.	Assignment rubric and instructor participation to encourage drive and in some cases, steer the discussion.
Critique and evaluate cultural patterns in both historical and current events	Cultural Critique YouTube Video. Students complete an original 3-minute or less YouTube Video in the format of a critique on a cultural issue. Videos will: 1. Clearly state & address one of the cultural issues discussed in the lectures (5pts). 2. Give a personal opinion about the cultural issue (10pts). 3. Tell the viewer why or how you formed that opinion (10pts). Videos must be at least 3 minutes and no longer than 3.5 minutes (5pts).	The YouTube Videos are evaluated according to a detailed rubric in the LMS accessible to the students both before and after the assignment is due. Detailed feedback given based on rubric.
Demonstrate global literacy and awareness by analyzing and interpreting the complex global patterns and processes of the atmosphere, lithosphere, hydrosphere, and biosphere.	Students watch a brief instructor-prepared screencast about global patterns and Google Earth on the LMS and then use the free online program Google Earth to interpret patterns of elevation, slope, hydrology, sun angle, and vegetation growth.	While completing this activity, students also complete an instantly graded formative assessment in the LMS to continually check their progress of map analysis and interpretation.

ACCESSIBILITY

INSTRUCTIONS:

Describe how the design of the distance education course will ensure access for students with disabilities as required by *The Americans with Disabilities Act of 1990* and the *1998 Amendment to the Workforce Rehabilitation Act (Section 508)*.

See the [Accessibility Section](#) of the **Distance Education Faculty Handbook** for more information about accessibility or take this [Accessibility Online Tutorial](#) to get a better idea of what you will need to make your course 508 Compliant.

STUDENT SUPPORT SERVICES & RESOURCES

INSTRUCTIONS:

Describe the resources or services that may be required for students to successfully participate in the course. **For each resource/service**, identify/explain implications or impact in each of the areas specified below.

Information Technology Services

- College Helpdesk/Technical support
- Computer labs

Student Services

- Bookstore
- Tutoring
- Proctoring

Library

- Online Library resources
- Library facilities
- Library Orientation

Other Required Support Services or Resources (i.e. additional materials or fees)