Online Course Addendum to Course Outline of Record

Cat ID (from COR) 405121.00
Course Number and Name BIO 234 - EXTENDED ISLAND ECOSYSTEMS FIELD STUDIES
Submitted by Marcelo N. Pires Email mpires@saddleback.edu

Regular and Effective Contact Practices

Establishing Expectations Identify where or how expectations for frequency and timing of instructor initiated contact and feedback as well as expectations for student participation will be conveyed to students.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Orientation</th>
<th>Other (please describe)</th>
</tr>
</thead>
</table>

Instructor-to-Student Contact: Announcements and/or Email must be selected with a frequency identified. Then, at least one more type of instructor-to-student contact (choices 1-6) must also be identified. Keeping in mind that more than one instructor might teach this class, selections should reflect minimum requirements as determined by the department. Individual instructors can always add more.

1. Announcements select any that may be used:
- Scheduled Reminders ☒
- Current events related to content ☒
- Reactive and/or observational ☐
- Faculty absence ☐
- Other ☐

Describe “other”

Frequency of Announcements (regular contact)
- Daily ☐ Weekly ☒ Every other week ☐ Other ☐

Describe “other”
Mostly daily while we are in Brazil; weekly upon our return

2. Email: Select any that may be used to demonstrate effective and substantive contact.
- Instructor to Student questions and/or responses ☒
- Reminders ☐
- Other ☐

Describe “other”

Frequency of email (regular contact)
- Daily ☐ Weekly ☒ Every other week ☐ Other ☐

Describe “other”

3. Individualized Assignment Feedback: Select any that may be used to demonstrate effective and substantive contact.
- Gradebook comments in LMS ☐
- Turnitin Comments ☐
- Emailed comments ☒
- Graded assignments returned to student ☒
- Rubrics with comments ☐
- Other ☐

Describe “other”
4. **Course Navigation Tools**: Select any that may be used to demonstrate effective and substantive contact.

<table>
<thead>
<tr>
<th>Course Guide Document</th>
<th>Netiquette Guide</th>
<th>Lesson Plans</th>
<th>Other</th>
<th>Weekly Checklists</th>
<th>Describe Other:</th>
</tr>
</thead>
</table>

5. **Office Hours**: Select any that may be used to demonstrate effective contact.

<table>
<thead>
<tr>
<th>In Person</th>
<th>Raise your hand</th>
<th>Telephone</th>
<th>Virtual</th>
</tr>
</thead>
</table>

6. **Orientation**: Select any that may be used to demonstrate effective and substantive contact.

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Online</th>
</tr>
</thead>
</table>

**Student-to-Student Interaction**

Select any type that may be used to demonstrate effective and substantive contact

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Collaborative work (e.g. Wiki) or Group Project</th>
<th>Synchronous communication opportunities</th>
</tr>
</thead>
</table>

Other (Describe)

Students will interact and collaborate directly (face-to-face) for 13 days during the field studies.

None

Include a detailed explanation that describes an alternative opportunity for community building among students.

**Frequency of Student-to-Student Interaction**

Select frequency based on the combination of types chosen. In other words how often will student to student interaction be expected regardless of the type.

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Every other week</th>
</tr>
</thead>
</table>

Other (describe)

Students will also interact during one or more orientation meeting(s) prior to the field studies.

**Content Delivery** (Check all that might apply and all typical formats)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>External Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Narrative</td>
<td>Video</td>
</tr>
<tr>
<td>Electronic slide show</td>
<td>Journal Articles</td>
</tr>
<tr>
<td>Video</td>
<td>Handouts</td>
</tr>
<tr>
<td>Pod-cast</td>
<td>Interactive Website/Lab</td>
</tr>
</tbody>
</table>

Other (Describe)

**Lab**
<table>
<thead>
<tr>
<th>Location Type</th>
<th>Indicate applicability</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Saddleback Campus</td>
<td>☒</td>
<td>n/a</td>
</tr>
<tr>
<td>On location related to class</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>(e.g. hospital or film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>location)</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

### Field Trip

- **Faculty led**: ☒
- **Independent**: ☐
- **n/a**: ☒

### Supplemental Meetings

- **Scheduled reviews**: ☒
- **Study sessions**: ☐
- **None**: ☒
- **Other (Describe)**: Orientation meetings

### Course Quality Standards:

The section below captures representative adaptations to assignments, methods of evaluation or grading criteria that might be utilized when the course is taught online. When there are no differences, the check box in the "same as traditional" area can be used. Keep in mind that this addendum applies to any instructor who teaches the course, so any adaptations described will be representative samples not required elements.

#### Objectives

Copy each one from the Course Outline of Record

##### Discuss fundamental ecological concepts such as abiotic factors, biotic factors, food chains, food webs, energy flow, nutrient cycling, population growth, population interactions, habitat and niche.

- **Assignment same as traditional**: ☒
- **Assignment adaptations for online version (describe below)**: ☒
- **MOEs same as traditional**: ☒
- **Method-of-Evaluation Adaptations for online version (describe below)**: ☒
- **Grading same as traditional**: ☒
- **Rubric/Grading Method Adaptations for online version**: ☒

#### Objectives

Copy each one from the Course Outline of Record

##### Identify the most common island habitats studied during the field course.

- **Assignment same as traditional**: ☒
- **Assignment adaptations for online version (describe below)**: ☒
- **MOEs same as traditional**: ☒
- **Method-of-Evaluation Adaptations for online version (describe below)**: ☒
- **Grading same as traditional**: ☒
- **Rubric/Grading Method Adaptations for online version**: ☒

#### Objectives

Copy each one from the Course Outline of Record

##### Identify and measure physical factors that most influence each ecosystem visited during the field course.

- **Assignment same as traditional**: ☒
- **Assignment adaptations for online version (describe below)**: ☒
- **MOEs same as traditional**: ☒
- **Method-of-Evaluation Adaptations for online version (describe below)**: ☒
- **Grading same as traditional**: ☒
- **Rubric/Grading Method Adaptations for online version**: ☒

#### Objectives

Copy each one from the Course Outline of Record

##### Use plant and animal keys to identify organisms found during the field course.

- **Assignment same as traditional**: ☒
- **Assignment adaptations for online version (describe below)**: ☒

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Objectives: Copy each one from the Course Outline of Record

Describe specific adaptations of selected organisms that allow organisms found during field course to survive in their habitats and assess how each adaptation improves species survival.

Assignment same as traditional

MOEs same as traditional

Grading same as traditional

Objectives: Copy each one from the Course Outline of Record

Assess positive and negative impacts of humans on the habitats studied.

Assignment same as traditional

MOEs same as traditional

Grading same as traditional

Objectives: Copy each one from the Course Outline of Record

Analyze and interpret field data collected during the course.

Assignment same as traditional

MOEs same as traditional

Grading same as traditional

Objectives: Copy each one from the Course Outline of Record

Accurately record field data using an acceptable format.

Assignment same as traditional

MOEs same as traditional

Grading same as traditional
Accessibility Standards (from AR 6112)

The following general principles should be followed to the extent possible to ensure that distance education courses are accessible to students with documented disabilities in compliance with Section 508:

- Distance education courses are designed for all students to fully participate and benefit from an equitable college experience.
- Instructional materials and textbooks permit maximum opportunity for access by students with documented disabilities without the need for outside assistance (i.e., sign-language interpreters, aids, or other forms of human assistance).
- Distance education resources provide “built-in” accommodation where possible (i.e., closed captioning or descriptive narration) and/or interface design/content layout per best practices commonly used in support of persons with disabilities.
- Alternative testing format and extended test taking time are provided which address the student’s documented disability and impact on his or her academic performance.