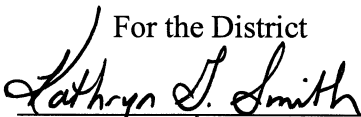
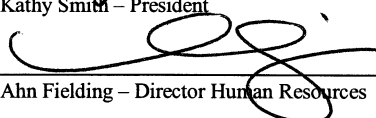



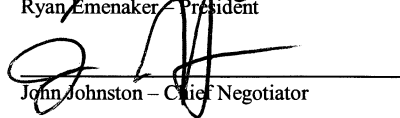
Memorandum of Understanding  
Redwoods Community College District (District)  
College of the Redwoods Faculty Organization (C.R.F.O.)

The District and CRFO agree to the following changes to Article XI of the Collective Bargaining Agreement. The purpose of this MOU is to provide a means of evaluating faculty teaching courses in a Distance Education environment.

1. Schedule F-2DE Supplemental Distance Education Teaching Evaluation Form (attached) is to be completed and attached to Schedule F-2 and AF-2 if the faculty teaching load includes distance education. The form is to be completed by both peer and administrator evaluators, as appropriate.
2. Schedule F-2DE Supplemental Distance Education Teaching Evaluation Form has been added to the regular evaluation process, effective Fall 2013.
3. Collective Bargaining Agreement language changes will result from combining this MOU with others resulting from Article XI negotiation.

The District and CRFO further agree that this MOU will expire on June 30, 2016 unless mutually agreed to by the District and CRFO.

For the District  
  
Kathy Smith – President  
  
Ahn Fielding – Director Human Resources  
10-23-13  
Date

For C.R.F.O.  
  
Ryan Emenaker – President  
  
John Johnston – Chief Negotiator  
10-14-2013  
Date

**Schedule F-2DE**  
**SUPPLEMENTAL DISTANCE EDUCATION TEACHING EVALUATION FORM**

This form is to be completed and attached to Schedule F-2 and AF-2 if part of a faculty or associate faculty member's load includes distance education.

Name of Faculty or Associate Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Type of Evaluation:     Peer  
                                    Administrator

<b>Category</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>	<b>Comments</b> (comments are required for any item marked "needs improvement" or "not applicable")
<b>The syllabus is well organized and comprehensive.</b> In addition to standard CR information (e.g., DSPS, LRC), there should be information regarding student expectations, online etiquette, and instructor expectations to include a policy describing the frequency and timeliness of instructor initiated contact and instructor feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>There is sufficient content to adhere to the course outline of record.</b> An online course must meet the same student learning outcomes as a FTF course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>The course appears to follow accessibility guidelines as described in the online course proposal form.</b> An accessible class will usually communicate information with text. Audio and video files should have text transcripts or captioning. Still graphics (such as photos, charts or graphs) should have a text alternative describing the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Do students actively participate, and does the instructor appropriately participate, in discussion forums?</b> There should be regular student-to-student discussions graded for quality. Grading criteria should be explicit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Students are provided information on how to contact the instructor by email, messages, discussion forum, or other methods.</b> Students should have explicit methods for asking the instructor questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>There are regular announcements.</b> Are there clear instructions for the week's assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>The instructor provides timely feedback to the students' work.</b> The Gradebook or equivalent should be updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>There are instructor-prepared materials (text-based, audio files, and/or video files) in addition to publisher-created materials.</b> The instructor should contribute to what the student reads, hears, and/or watches rather than relying solely on published materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Does the instructor initiate regular contact with students?</b> The instructor should initiate regular and substantive interaction with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\_\_\_\_\_  
 Evaluator Signature

\_\_\_\_\_  
 Date

*The signature below indicates this evaluation has been discussed with me, but it does not constitute agreement with the content of the evaluation. I understand that I may prepare a narrative statement to be attached to this document.*

\_\_\_\_\_  
 Faculty or Associate Faculty Signature

\_\_\_\_\_  
 Date