

DISTANCE EDUCATION PROPOSAL FORM - DRAFT

This form is used by the Curriculum Committee to document the proposal and approval of a course for Distance Education delivery. Once approved, department chairs/coordinators are strongly encouraged to share this document with faculty assigned to teach this class online. Please contact the DE Coordinator with any questions.

This form is being completed in collaboration with an instructor (or instructors) who will be assigned to teach the course.

Instructors assigned to teach this course in any online modality must be provided this form prior to starting their assignment.

SECTION 1: COURSE INFORMATION

Date:

College:

DE Addendum Originator/Department:

Course Subject Code/Number/Title (e.g. BUS 120 Financial Accounting):

Course Subject Code/Number/Title(s) for related cross-listed courses:

**If this course is cross listed, each course requires separate DE form approval. Submit all forms at the same time.*

MODALITY

'Distance Education' means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.

Technologies that may be used to off distance education include:

1. The internet
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines fiber optics, satellite, or wireless communications devices;
3. Audio conference; or
4. Other media used in a course in conjunction with any of the technologies listed in paragraphs 1-3.

I acknowledge that if approved (OTLC > Curriculum > Governing Board) that this course may be taught in any of the modalities listed below. Department chairs and Deans will coordinate to determine the modality offered for each term.

Fully Online (FO). All instruction is online. No in-person assessments or meetings are required. Required scheduled online meetings will be included in the schedule of courses.

Partially Online (PO, formerly called hybrid – includes HyFlex). Some instruction is online, and some is in-person. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any required scheduled online meetings will also be included in the schedule of courses. This includes Online with Flexible In-person components (OFI), such as proctored assessment at a flexible time and place proximal to the student.

Emergency Online (EO - formerly called Emergency Remote Teaching). Instruction is delivered online during a state or regionally sanctioned emergency requiring campus closure (i.e. pandemic, wildfire, etc.). Scheduled instruction would continue to be taught synchronously during the days and times listed in the schedule of courses.

RECOMMENDED PREPARATION TO SUBMIT THIS PROPOSAL

Faculty completing this form should be competent in knowledge and skills required for distance education (i.e.: Learning Management System; accessibility; and online pedagogy/course design).

VALIDATION FOR DISTANCE EDUCATION DELIVERY MODE

1 A) Please describe why this course should be offered online.

[Click or tap here to enter text.](#)

1 B) Please describe how this course will be offered online (include plans for what the course will include in the online modality that is different from how the course would be taught in person).

[Click or tap here to enter text.](#)

How was the decision to add the distance education modality reached? Select at least one.

- Offering this course via distance education was approved at a department meeting.
- Our program's advisory committee recommends adding a distance education option.
- An emergency requires it.
- Other (please explain in the field below)

[Click or tap here to enter text.](#)

PROGRAM CONSIDERATIONS – ACCJC & DISTANCE EDUCATION

The office of instructional operations in collaboration with the ALO will ensure that this information is processed with ACCJC. The Accreditation Commission for Community and Junior Colleges (ACCJC) considers a program to warrant a “substantive change” proposal when 50% or more of courses within the required core of a program are available via distance education (not including Emergency Online). No further action is required.

SECTION 2: ONLINE COURSE DESIGN

Appropriate teaching methods support an effective online learning environment and help maintain rigor. This ensures that the course objectives are met and students can demonstrate mastery of the student learning outcomes.

TEACHING METHODS

Consider the most appropriate ways to teach this course in the proposed distance education modes.

Review the list below and check the box next to each method to be included within the Learning Management System to optimize the learning environment for this course when taught in the proposed modality.

- Readings.** Instructor created or curated content (with text and images) such as pages, documents, slides, or websites (accessible)
- Media.** Instructor-created or curated video (properly closed-captioned) and/or audio (with transcripts)
- Multimedia/Interactive Content.** Instructor created or curated multimedia or interactive content such as games, quizzes, simulations, apps, or code examples
- Online Meetings.** Synchronous Zoom lectures or demonstrations
- Interaction.** Regular interaction between instructor and students and among students to support learning
- Group/Peer Activities.** Collaborative learning activities such as online discussions, group projects, peer conferences, Zoom breakout groups, and peer review
- Individual Activities.** Individual learning activities such as projects, writing assignments, and presentations
- Formative Assessment.** Low-stakes formative assessments or self-assessments that provide students with practice opportunities
- Summative Assessment.** Regular assessments (i.e. quizzes, exams, projects, essays, presentations, etc.) with timely feedback to help students gauge progress
- Assessment Criteria.** Rubrics or descriptive criteria to clarify desired outcomes
- Student Feedback.** Opportunities to provide anonymous feedback to the instructor regarding course design and/or course content
- Other (please explain in the field below)

Click or tap here to enter text.

2 A) What is most important for instructors to consider when developing this course for the proposed online modes?

Click or tap here to enter text.

2 B) What teaching and assessment strategies are particularly important in the online modality for this course?

Click or tap here to enter text.

2 C) If the discipline includes learning activities or assessments that are challenging in the online environment, describe how they will be included.

Click or tap here to enter text.

USE OF PUBLISHER MATERIALS, APPLICATIONS/TOOLS, OR WEBSITES

Distance education courses should be conducted within the college-adopted Learning Management System. If any component of this course will be conducted via a publisher application/tool or website, this component must meet the college's requirements for accessibility, authentication, and student privacy. Contact the publisher to ensure they meet these requirements:

- **Accessibility:** Publisher materials, apps/tools, or websites must meet Section 508 accessibility requirements.
- **Student authentication:** Publisher materials, apps/tools, or websites must meet accreditation standards by requiring that students validate their identity (as with signing into the college approved Learning Management System).
- **Student privacy:** Publisher materials, apps/tools, or websites must safeguard student privacy when students use them. Note: Grades are considered instructional records under FERPA and must not reside outside of the college Learning Management System.

Please check the following:

I understand that publisher materials, applications/tools, or websites used when offering this course must comply with college, state, and federal requirements for **accessibility, student authentication, and student privacy.**

REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES

If students are required to purchase materials for a section of this course delivered via distance education, the materials must comply with these [Title 5 Distance Education regulations](#).

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials “designed primarily for administrative purposes, class management, course management or supervision.”

Title 5 §59400(c): “Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up

to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.”

I understand that Open Education Resources (OER) and/or affordable textbooks are encouraged in alignment with GCCCD values.

I understand that when students are required to purchase an access code or license, this must be included in the official Course Outline of Record and the materials must comply with [Title 5 Distance Education regulations](#).

SECTION 3: REGULAR EFFECTIVE CONTACT/SUBSTANTIVE INTERACTION

INSTRUCTOR-INITIATED INTERACTION

Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

I understand that faculty are expected to provide the following types of instructor-initiated contact when this course is taught online.

- Early contact to welcome students, explain how to get started, and provide instructor contact information.
- Weekly announcements by the instructor to clarify learning objectives and activities for the week.
- Timely response to questions, comments, and concerns.
- Timely and regular feedback on student work.
- Regular monitoring of student progress with contact for students who fall behind.
- A syllabus that includes expectations for attendance/participation in the online portion of the class, grading information, and contact information with expected response time.

“Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

(1) Providing direct instruction;

(2) Assessing or providing feedback on a student's coursework;

(3) Providing information or responding to questions about the content of a course or competency;

(4) Facilitating a group discussion regarding the content of a course or competency; or

(5) Other instructional activities approved by the institution's or program's accrediting agency.

c. Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis, commensurate with the length of time and the amount of content in the course or competency; and

2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed not eh basis of such monitoring, or upon request by the student.

d. RSI is an academic and professional matter pursuant to sections 53200 et seq.

e. For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

1. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and

2. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

REGULAR EFFECTIVE CONTACT AMONG STUDENTS

Student-to-student interaction is required by Title 5. Check the methods student to student interaction will be demonstrated in this online course.

I understand that faculty are expected to provide the following types of instructor-initiated contact when this course is taught online.

Check the methods below that are appropriate student-to-student interaction demonstrations for the distance education mode(s) proposed for this course:

Online discussions of course content in the Learning Management System with required student-to-student interaction

Ungraded online discussion

Group discussion via online conferencing such as Zoom break-out groups

Group projects or assignments

Peer review/critiques

Collaborative activities

Other (please explain in the field below)

Click or tap here to enter text.

SECTION 4: ASSESSMENT METHODS

A course is suited to be offered through distance education when specific course objectives, core content, and/or student learning outcomes are effectively addressed in an online environment.

The following are effectively addressed for this course in the proposed modality:

- Unit objectives which support larger course objectives can be included in the individual learning units/modules in the Learning Management System.
- Learning units/modules can include instruction of core content from the course outline of record.
- Instructional content, activities, and assessments can support knowledge, attainment, and performance of course outcomes.
- Assessments can clearly demonstrate student performance of outcomes.

4 A) How will course student learning outcomes be assessed in the online modality? Provide an example.

Click or tap here to enter text.

SECTION 5: ACCESSIBILITY AND UNIVERSAL DESIGN

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

ACCESSIBILITY

- **IMAGES.** Include alternative text to describe images. The text must provide context for a person with low or no vision by either explaining instructional value or indicating the image is decorative.
- **VIDEO & AUDIO.** Include accurate captions for instructional video. If a video has no audio or relevant soundtrack, a note explaining that must accompany the video. Required audio must include a complete and accurate transcript. Contact A.R.C./DSPA in advance for support with live video (like Zoom) when a student needs interpretation.
- **HEADING STYLES.** Use heading styles consistently. This allows assistive technologies like screen readers to scan the page for headings, just like sighted people scan the page for visual cues like big, bold text. Heading levels (Heading 1, Heading 2, etc.) must be used in the correct order. Don't use fonts, colors, and formats (like bold) in place of heading styles.
- **SCANNED IMAGES AND PDF DOCUMENTS.** PDF files must be text-based and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF). Scanned documents need to be converted to text to be accessible (searchable text that can be read by a screen reader).
- **LISTS.** Use list tools to make bullet or number lists so that lists are recognized when using a screen reader.
- **LINKS.** Links must have meaningful, unique text. Don't just paste the URL or use non-descriptive text like "Click here." For example, "**English 101 Syllabus**" link text is more descriptive than "**click here**" or "**http://mysite.com/document3434.pdf**."
- **COLOR CONTRAST.** Choose colors so there is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Choose readable font faces and sizes.

- **COLOR AND MEANING.** Make sure color is not the only means for conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element. For example, don't say "click the red button."
- **READING ORDER.** Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.
- **TABLES.** Use tables only for data and make sure tables read well when read left to right, top to bottom. Use header rows and columns when they describe the data. Include a table caption for complex tables.
- **SLIDES.** Give each slide a unique title. Ensure that all text is visible in outline view to be sure that it can be read by assistive technology. Use accessible layouts and formats.
- **SPREADSHEETS.** Include labels for the rows and columns, detailed labels for charts, and text descriptions that draw attention to key cells, trends, and totals.
- **EQUATIONS.** Use appropriate software (such as MathType, LaTeX, or the equation editor within the Learning Management System, etc.) to generate equations that allow assistive technologies to scan, recognize, and functionally read equations.

UNIVERSAL DESIGN

- Provide an uncluttered interface with consistent layout and navigation.
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.
- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

Please ensure all instructors teaching this course in an online modality understand the above accessibility requirements and universal design principles.

I have read and understand all of the accessibility legal requirements and principles of universal design.

All instructors who teach this course in an online modality will be made aware of these legal requirements and principles of universal design.

This form has been reviewed for completeness with consultation of the department chair and division dean.

The course proposed is recommended for the distance learning modality.

Submitter's name _____

Date _____

DE Coordinator _____

Date _____