DISTANCE EDUCATION PROPOSAL FORM

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.

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.

FORMAT

Online instruction may be asynchronous or synchronous (as with Zoom online conferencing) and will be supported by online materials and activities delivered through the college approved Learning Management System (e.g. Canvas). All online instruction must comply with Title 5 requirements for regular and effective contact, accessibility, and faculty selection.

Check all distance education methods that will be used for offering this course, even if previously approved.

☐ 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). 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 for Fully Online or Partially Online delivery 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

A course is particularly 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.

Provide one course objective or a student learning outcome from the course outline of record (COR) and explain why the objective or outcome is suitable for the distance education mode.

PROGRAM CONSIDERATIONS

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). **Will adding this course mean the core offerings would change to over 50%?**

☐ Yes, adding this course would mean the core offerings would change to over 50%.

☐ No, adding this course would mean the core offerings would NOT change to over 50%

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)

ONLINE LEARNING ENVIRONMENT

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

TEACHING AND ASSESSMENT 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)

What is most important for teachers to consider when developing this course for the proposed online modes? What teaching and assessment strategies are particularly important? If the

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

REGULAR EFFECTIVE CONTACT/SUBSTANTIVE INTERACTION

INSTRUCTOR-INITIATED INTERACTION

Instructor-initiated contact is required by Title 5. Fundamental expectations for online courses are listed below.

☐ 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.

Instructors may also select additional forms of interaction appropriate to the class. Check the methods that are appropriate for the distance education mode(s) proposed for this course:

☐ Instructor-initiated contact by Learning Management System inbox, email, telephone, or chat

☐ Synchronous online meetings such as Zoom lectures, individual conferences, or office hours

☐ Online discussions with teacher participation

☐ Videos to introduce new units/modules

☐ Other (please explain in the field below)

REGULAR EFFECTIVE CONTACT AMONG STUDENTS

Title 5 requires opportunities for student-to-student interaction. Check the methods most appropriate for this class:

☐ 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)

ACCESSIBILITY AND UNIVERSAL DESIGN

Distance education must comply with Title 5 and federal accessibility laws and conform to the principles of Universal Design. These requirements also apply to any required outside resources, including publisher content. Please check the following boxes:

☐ I understand the accessibility requirements and universal design principles outlined below.

☐ I understand that accessibility training is required for online teachers.

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./DSPS 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.

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 be included in the "Required Materials" section of the official Course Outline of Record and must comply with these Title 5 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.

I have reviewed this form for completeness and recommend this distance learning proposal:

_____   _____
Department Chair/Coordinator   Date

_____   _____
Division Dean/Vice President, Instruction   Date