

DE Addendum

Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)

General Information:

Have all faculty in the department been notified of the requirements of this course?

- Yes
- No
- If no, explain

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits. (75 words or less)

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges. (75 words or less)

Accommodations for Students with Disabilities

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

*Note: The pass/fail criteria is an interpretation of Section 508 web standards, not the official Section 508 documentation.

Section 508 Checklist for HTML

508 STANDARDS Requirement/Purpose	Yes	No	Explain
1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art. <i>This will enable a screen reader to read the text equivalent.</i>			
2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content. <i>The description would inform a sight-impaired student of what a picture represented.</i>			
3. Ensure that information conveyed by the use of color is also understandable without color. <i>For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.</i>			
4. If you are using either more than one language			

<p>or words which are “imported” from another language (<i>such as faux pas</i>), ensure that any changes in language be identified by using the HTML “lang” attribute. <i>This enables Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation.</i></p>			
<p>5. Provide textual equivalents to audio information (captioning). <i>The text will enable hearing-impaired students to know what others are hearing.</i></p>			
<p>6. Provide an alternative audio description for multimedia presentations. <i>The sound will enable sight-impaired students to know what others are seeing.</i></p>			
<p>7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <i>The movement can be distracting for students with certain disabilities.</i></p>			
<p>8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). <i>This provides students with mouse-dexterity problems an alternative to interact.</i></p>			
<p>9. Identify, by labeling or other appropriate means, row and column headers. <i>The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</i></p>			
<p>10. Provide title frames and include sufficient information as to their purpose and relationship to each other. <i>This will help sight-impaired students understand the organizational purpose of the frame.</i></p>			
<p>11. Ensure (test) the usability of pages, and provide the Curriculum Committee with an evaluation printout from the DE committee.</p>			

This course maybe offered as:

Broadcasted Education: One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

Maybe synchronous or asynchronous

Online: A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams are allowed for this classification. Approximate dates and times should be noted in the Class Schedule.)

Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools . (Ask Nili)

Example: TO BE ADDED

The date and times of the meetings must be included in the Class Schedule

Specify the rationale / purpose of these on-campus / face-to-face meetings below.

- Factual / Objective tests (student-initiated, and instructor-approved off-campus proctoring option is mandatory)
- Field trip / visit / event (specify): _____
- Hands-on labs
- Participant observation (describe):
- Other (specify): _____

It is understood the syllabus will be developed to describe the course, the SLO's, types of assessments, methods of faculty and student initiated contact.

Yes

Communication Methods:

Instructor Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

Check box to acknowledge reading of this paragraph []

NOTE: Some methods are mandatory and you must provide the estimated frequency. Those not mandatory you will have choice to use them or not, but if chosen you must provide the estimated frequency

Video Streaming – Before we can do a dropdown we need to determine what we mean by this..if we continue as we are doing,, we do have the live video so this really can be a f2f class..BUT do we need to do different requirements for those who do not show up.

Online (The following are all under online drop down)

Individual Contact with Students via e-mail or phone: There may be times when the instructor needs to contact individual students. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, or asking the student questions about the material.

Frequency:

Daily M-F []

Weekly []

Periodically []

Leading Threaded Discussions: Leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific subject matter of the class with the individual students in the class.

Frequency:

Daily M-F []

Weekly []

Periodically []

Announcements: These are posts that update students on the content or the processes of the class. They can be in written, audio, or video format.

Frequency:

Daily M-F []

Weekly []

Periodically []

At least one (1) of the following must be used. Checking the boxes does NOT mean you will have to use them.

Timely Feedback on Student Work: Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or misunderstanding) of the material. As in a face-to-face class, this contact is crucial to the learning process. The timing of this feedback is at the discretion of the instructor, and it depends on the type of learning being achieved, but timely appropriate feedback is essential. Computer-generated exams typically provide immediate feedback, but feedback on written work takes time. Students should be made aware of the parameters of the feedback, which can consist of written, audio, or video material.

Frequency:

Daily M-F []

Weekly []

Periodically []

Which of the following will be used:

- RUBRIC TO BE USED
- WRITTEN COMMENTS PER ASSIGNMENT
- INDIVIDUAL QUIZ FEEDBACK
- GROUP ASSIGNMENT AND/OR QUIZ FEEDBACK

Creating and Moderating Virtual Small Groups: These groups are created and the instructor moderates the work and the discussions among students. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular within those time constraints.

[] Yes

[] No

Frequency:

Daily M-F []

Weekly []
Periodically []

Posting Prepared Instructional Material: In a face-to-face class, much of the contact between instructors and students consists of the instructor presenting material to the class in the form of lectures and handouts or other instructor-prepared materials. In an online class, this is also a mode of effective contact between the instructor and the student. The timing of posting these materials depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

[] Yes
[] No

Frequency:

Daily M-F []
Weekly []
Periodically []

Facilitating Student-to-Student Contact. This contact can be synchronous or asynchronous, face-to-face or mediated through technology, individual or group, and highly moderated or lightly moderated. In this case, instead of the regular effective contact occurring between instructor and student it involves interaction between learners. As with face-to-face classes, this type of communication is very effective in providing opportunities for collaborative learning among students. The timing of this interaction depends on the schedule of the course and should be regular within the parameters of the rhythm of the course.

[] Yes
[] No

Frequency:

Daily M-F []
Weekly []
Periodically []

Office hours – Are beneficial for the students. Maybe be done using a Chat feature (in the LMS, Skype, etc.)

[] Yes
[] No

Frequency:

Daily M-F []
Weekly []
Periodically []

If yes, please note which of the following will be used.

- Virtual
- In person

Surveys - are effective to gain real time feedback to assess students' needs and/or understanding of the course, material, etc.

[] Yes

[] No

Frequency:

Daily M-F []
Weekly []
Periodically []

Student Initiated Contact: Methods by which students will communicate with the instructor. Which of the following will be opened for students to use.

Announcements

[] Yes

[] No

Email within the LMS

[] Yes

[] No

Email personal

[] Yes

[] No

Hybrid (The following are under the hybrid drop down menu):

Individual Contact with Students via e-mail or phone: There may be times when the instructor needs to contact individual students. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, or asking the student questions about the material.

Frequency:

Daily M-F []

Weekly []
Periodically []

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Periodically []

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[] No

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[] No

- Email personal
- Yes
 - No

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