



Distance Education Program

Master Plan

Distance Education Committee

12/1/2011

This document serves as a guide for supporting initiatives that have been identified and developed through our Technology Master Plan, the Strategic Plan, and the Educational Master Plan, as well as through our Distance Education Best Practices document, that will be implemented to best support the overall vision of the campus.

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MISSION STATEMENT

In an environment that cultivates creativity, stimulates curiosity and emphasizes student learning, Gavilan College serves its community by providing high quality educational and support services that prepare students for transfer, technical and public service careers, life-long learning and participation in a diverse global society. The basis for each and every plan developed by the college is to provide the guidelines necessary to achieve Gavilan College's mission. (<http://www.gavilan.edu/aboutUs.html>)

The Mission of the Gavilan College Distance Education Program is to provide the highest quality instruction and support services that are accessible and responsive to the learning needs of its communities and to provide equal access to courses, certificates, and degree programs through distance education.

PURPOSE OF PLAN

The Distance Education Plan is meant to be a guide for supporting initiatives that have been identified and developed through our Technology Master Plan, the Strategic Plan, and the Educational Master Plan, as well as through our Distance Education Best Practices document, that will be implemented to best support the overall vision of the campus. This plan will outline and identify initiatives necessary to support distance learning at Gavilan College. This Plan will be reviewed and updated annually with the input from the Distance Education Committee, who is responsible for the ongoing review and updating of this Plan. Revisions of this document will be performed as necessary based on major revisions of dependent documents, such as the Technology Master Plan, Educational Master Plan, Strategic Plan, and/or Mission.

PROGRAM GOALS

- Structure distance learning courses to include substantial faculty-student involvement and student-student interaction.
- Utilizing universal design practices develop all distance learning courses with sensitivity to students with disabilities, in compliance with the Americans with Disabilities Act.

- Expand alternate delivery of courses and services to meet the needs of learners in the community such as online, videoconferencing, etc to optimize enrollment, course offerings and services.
- Provide appropriate technology for delivery of instruction, student support services and management of College operations for distance learners.
- Encourage and provide staff development opportunities in distance education technologies and delivery methods.
- Deliver and maintain support for students participating in distance learning at Gavilan College.

INTRODUCTION

In the fall of 2001, Gavilan College distance educators gathered and discussed goals and objectives for the new distance education program. Many of these goals have been accomplished.

The college has followed the national trend of a continual growth in the number of online course offerings and of students enrolled in these courses. The last few years have also seen a demand for all instructors to have an online presence and to make course materials and resources available via the online format.

Because of this growth, the college established the Distance Education Committee, which is tasked with utilizing strategic thinking and coordinated action to facilitate the growth of our distance education program. The current Distance Education Committee, formed in the fall 2008 has been tasked with preparing this Plan, as well as written recommendations for guidelines and best practices for the College's Distance Education Program. The current membership of this committee includes faculty representatives, representatives from MIS, Admissions and Records, and administration.

ACCOMPLISHMENTS

- Grew program from 3 fully online courses to 59 fully online courses and a total of 249, online, hybrid, supplemental, language labs, committees and departments and GECA AP classes.

- Developed the concept of a Teaching and Learning Center and moved the Distance Education Program and Staff Resource Center under one physical location, into the new Teaching and Learning Center, centrally located on campus in the Library.
- Provided an online course shell for every course offered, every semester, to every instructor.
- Developed and streamline technical processes for login procedures
- Developed and streamline faculty course request process
- Joined a consortium with 2 other local colleges, Monterey Peninsula College and Cal State University Monterey Bay for the purpose of switching learning management systems (LMS) from Etudes to Moodle.
- Hired one new FT faculty member to coordinate the Distance Ed program.
- Successfully migrated the college over to Moodle and trained instructors and support students through transition
- Provided staff and faculty development in the SRC (now TLC)

BACKGROUND

Distance education has been utilized for many years at Gavilan College. For several years, Gavilan faculty have been developing and teaching online courses. In 1999, the Distance Education Program at Gavilan College began. Starting with 3 classes using web sites written in html, the demand for education delivered in this format grew. In 2001, the College hired a faculty member to coordinate and encourage instructors to develop their courses using this delivery method. These early adopters were responsible for finding and implementing appropriate technology tools to create and manage their online courses. As a result of the success of these early online courses, student demand for online education and faculty demand for technology to facilitate their online teaching has increased.

The Distance Education Program at Gavilan College operates under the umbrella of the Library Department. The Program is responsible for the technology, guidance, training, and support needed for the instructional program to deliver curriculum, asynchronously or synchronously, in an online environment, videoconferencing environment or other distance learning format for Gavilan Community College. This includes supporting the technical needs of distance learners and instructors at all three campuses (Gilroy, Hollister and Morgan Hill) as

well as any other geographical location that our students and faculty may be accessing our online environment from.

The program hosts online courses at <http://ilearn.gavilan.edu> and has a resource center for students and faculty at <http://www.gavilan.edu/disted>. In addition, the program offers training to teach online using a variety of technologies and resources, orientations to online learning for students, and providing an instructional technology Teaching and Learning Center for faculty and staff. Currently, the program is staffed with one full time Distance Education Coordinator and one part-time Distance Education Trainer.

The Distance Education Program maintains excellent working partnerships with other instructional and student service departments on campus, as well as other local colleges and universities, including CSU campuses, San Jose State and Monterey Bay, and Monterey Peninsula College and Hartnell College.

PROGRAM DEVELOPMENT - PLANNING, IMPLEMENTATION AND EVALUATION

PLANNING CYCLE

Every 3-5 years (*Improvement, Assessment, and Analysis*):

- Program Review

Annually (*Improvement, Assessment, and Analysis*):

- Program Planning
- Budget Requests
- Budget Allocation
- Implementation
- Strategic Planning

ASSESSMENT

Each semester student and faculty satisfaction surveys will be conducted and results reported to the Distance Education Committee for further analysis and planning for improvement. At the end of the one year period defined in this plan, a summative evaluation of the distance education programs will be generated and will be used as the basis for the next

years planning cycle. This process will also be repeated at the end of the 5 year period for long term goal planning.

- **Design** of the annual and five year evaluation process
- **Collection** of the data
- **Analyze** the data
- **Report** the findings
- **Use Evaluations** for new planning cycle

FUNDING FOR DISTANCE EDUCATION

The distance education program has a yearly budget that comes from the General Fund which supports the software platform for online course delivery. The Program also applies for and receives funds from existing Title V grants that have been awarded to the College, to supplement technology equipment, software and training needs.

DISTANCE LEARNING ENROLLMENT PROJECTIONS

The chart below shows an average growth of 6% at Gavilan College in distance education. The chart also demonstrates that distance education represents the most growth in total student seat count as well. The past 10 years have only shown growth in this area.

Distribution of seat count by sites for spring 2011 compared to spring 2010 based on census counts

	Aviation	Distance Ed	Gilroy	Hollister	Morgan Hill	Off Campus
Spring '10	0.17%	12.57%	54.31%	5.38%	5.95%	34.18%
Spring '11	0.00%	18.26%	52.68%	6.31%	4.95%	36.06%
Census# '10	42	3115	13457	1334	1475	8470
Census# '11	0	4291	12381	1483	1163	8474
% Change	-0.17%	5.69%	-1.63%	0.93%	-1.00%	1.87%

STRATEGIC PLAN 2010-2011 (TECHNOLOGY MASTER PLAN)

INITIATIVES

LEADERSHIP: Teaching and Learning Center, Distance Education Coordinator			
INITIATIVE	PRIORITIZATION	ESTIMATED COST	STATUS
Provide training, awareness and support for faculty who want to engage in distance learning instruction.	Education	Staff Time	Implementation is on-going
Provide Course Management System (CMS) technical support for faculty and students.	Education	Staff Time	Implementation is on-going
Look at options for shared instruction via video conferencing/web enhanced delivery.	Education	\$50,000	Planning
Define the mission and goals and maintain Best Practices in Distance Education document to provide and ensure quality courses for the Distance Education program.	Operations	Staff Time	Planning
Ensure access for students with disabilities to courses delivered in distance education formats.	Education	Staff Time	On-going

LEADERSHIP: Instructional Technologist - Trainer				
INITIATIVE	PRIORITIZATION	ESTIMATED COST		STATUS
Provide for regular staffing of the Teaching and Learning Center.	Education Operations	\$60,000		Budget
Develop and provide staff development and training	Education	Staff Time		Planning
Define the mission and goals for the Teaching and Learning Center	Operations	Staff Time		Planning

DESIRED SHORT TERM OUTCOMES (1-3 YEARS)

1. Gain approval of the Distance Education Plan by the President's Council and the Faculty Senate signaling the institutional commitment to developing a unified comprehensive infrastructure for Distance Education at Gavilan College.
2. Redefine the role of the Distance Learning Committee to the shared governance structure to oversee all aspects of distance learning for the College with the Distance Education Coordinator as chair.

3. Gain approval of the Best Practices in Distance Education document from the President's Council and the Faculty Senate, to be recommended to all new and current faculty considering teaching in the online environment (hybrid, enhanced or fully online)
4. Work with the Distance Education Committee, Department Chairs and Curriculum Committee, to facilitate the development of distance and web based classes, with an emphasis on developing a fully online A.S degree in CSIS.
5. Develop and deliver an in-house online teacher certification program. Recommend all instructors teaching on-line, who have not already received certification from other recommended sources, become certified.
6. Seek approval and fill a faculty position for Instructional Technologist/Distance Education Trainer full time (current position is filled at a <20 week) to oversee TLC and work with D.E. program.
7. Conduct faculty and student evaluations of Distance Education programs to measure the impact on enrollment and retention, faculty and student satisfaction and technical reliability.

GAVILAN ONLINE TEACHER TRAINING (GOTT) ACADEMY PROPOSAL

One of the Distance Education Program's short term goals is to develop and deliver an online teacher training academy or certification program to include a set program designed around iNACOL's National Standards for Quality Online Teaching, fulfilling the needs of individual instructors.

This certification program (GOTT) will be flexible, affordable, and designed to specifically meet the needs of California community college faculty. It will be recommended that all instructors complete this training prior to teaching online. Those who have already completed this type of training will be exempt.

IMPLEMENTATION OF GOTT

Insert timeline here – Refer to complete proposal in Appendix F

DEVELOPMENT AND IMPLEMENTATION OF GENERAL EDUCATION COURSES

Identify and develop general education courses for delivery in a distance education format. Once the task of developing a broad range of undergraduate general education courses

is completed, future development should focus on the development for an on-line degree program in Computer Science Information Systems and on the development of certificate courses with an initial focus on programs for the professional, such as CSIS, Business, and Health.

IMPLEMENTATION OF COURSE/DEGREE DEVELOPMENT

Insert TIMELINE HERE

DESIRED LONG TERM OUTCOMES (3-5 YEARS)

1. Develop as many of the general education courses as is feasible; put an entire CSIS degree into a distance format and to develop distance based graduate courses leading to additional associate degrees and certificates.
2. Work with the community to identify needed certificate programs that would lend themselves well in an online delivery format.
3. Evaluate and recommend the software platform for online course delivery. (Feedback obtained from semester satisfaction surveys, evaluation done by Committee)
4. Evaluate and develop other types of distance education delivery formats (video conferencing, synchronous delivery), focusing on course development using this type of delivery at satellite campuses.

PROGRAM RECOMMENDATIONS

- The Teaching and Learning Center will assist faculty in course development and will include technical support, training in the use of specific software or hardware, assistance with graphics, media and consultation and pedagogy.
- Teaching and Learning Center services and support to faculty and to departments will include instructional development, faculty development, and hardware and software design and support.
- All Distance Education classes and programs will meet all program and accreditation requirements for distance and distributed learning.
- All Distance based courses will include a thorough assessment of the impact of technology on student learning.

- The D.E. program will work with MIS, as well as CSUMB to coordinate the provision of appropriate hardware and software tools for distance and distributed course development and delivery, including adequate security and student authentication tools (Appendix A, E).
- The D.E. program will seek to assure that services to distance students will parallel those available to on- campus students (i.e. orientation to technology, admissions, financial aid, advising, registration, access to academic support programs, career services, etc.)
- At this time, the priority for distance based courses is required or general education courses and the delivery of degree completion or certificate programs
- The Teaching and Learning Center will maintain an appropriate level of staffing to ensure staff development is supported as are the technical needs of DE faculty and students.

INSTITUTIONAL SUPPORT RECOMMENDATIONS

1. There is a need for a clearly defined institutional commitment to the long term development of distance education courses and programs by the College administration and faculty as outlined in the College's Technology Master Plan. (Appendix E)
2. Financial resources need to be identified and dedicated to the long term development and delivery costs of distance learning programs at Gavilan College. (Appendix E)
3. Distance Education will be embraced by Gavilan College faculty only if it is designed to achieve learning goals and outcomes equivalent to than those of traditional classroom based courses. (Appendix C, F)
4. A system to support faculty in the design, development and delivery of distance learning classes is needed and will be located within TLC and be accessible to faculty who wish to transfer their courses from classroom to distance delivery in the most efficient and effect ways possible. (Appendix C, F).
5. Ongoing staff development training is needed related to Moodle, the continually evolving course management system used by Gavilan faculty and students and other topics related to teaching via distance (Appendix C).

CONCLUSIONS

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RESOURCES (APPENDICES)

APPENDIX A: STUDENT AUTHENTICATION - INSTITUTIONAL PRACTICES

Gavilan uses industry-standard authentication programs that are used by students accessing web course and other secure internet information including e-mail. In addition, all students agree to an acceptable use policy that prohibits sharing logon and password information. (BP3720) Penalties for academic dishonesty are clear and widely disseminated in syllabi and the Student Handbook.

For students in our course management system, we use password based authentication over an encrypted channel - first, because our current system works well and is consistent with best practice, and second, because the alternatives have serious drawbacks. For example, many states consider proctoring as physical presence. Also, technologies such as biometrics and webcam monitoring are prohibitively expensive and could be considered overkill for this kind of application.

If you are teaching or working within Gavilan College, using ilearn.gavilan.edu and MyGav, please keep in mind that your secure login credentials are an important defense against academic dishonesty.

For more information on "acceptable use" policies for students, faculty and staff that address areas such as network use consistent with institutional mission, copyright compliance, misuse of computing resources (e.g. sharing institutional account passwords) and consequences of possible loss of network privileges and/or disciplinary action, please consult one or more of the following documents listed below:

- Distance Education Best Practices
- Student Handbook
- Board Policy 3720
- Administrative Policy 3720

APPENDIX B: EFFECTIVE STUDENT CONTACT

Gavilan College Regular Effective Contact Policy

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through supplemental seminar or study sessions, field trips, library the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

NOTE: Authority cited: Section 66700 and 70901, Education Code.

References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions,

workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Background:

In hybrid or fully online courses, ensuring **Regular Effective Instructor/Student Contact** guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all DE courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session".

Gavilan College Policy:

Prior to delivery, all courses delivered in a distance format, hybrid or in full, will obtain approval through the Curriculum Committee by completing FORM D of the curriculum approval process, regardless if course has been previously approved as delivered in F2F format.

All DE courses at Gavilan College, whether hybrid or fully online will include regular effective contact as described below and as indicated via FORM D in the curriculum approval process:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
- **Frequency:** DE Courses are considered the "virtual 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. At **the very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course.

- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

Type of Contact: Regarding the type of contact that will exist in all Gavilan DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums within the course management system, with appropriate instructor participation. (“Questions for the instructor” forums are good but should be used in conjunction with other forums.)
- General email
- Weekly announcements in the Course Management System
- Timely feedback for student work.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

Suggestions:

Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System.
<http://www.cccconfer.org>

It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

APPENDIX C: CURRICULUM APPROVAL PROCESS, FORM D

- **For new courses**, submit with *New Course Proposal - Second Reading, Course Outline, and Advisory/Prerequisite documentation, as needed*;
- **For existing courses** submit with *Modify a Course - Form C, Course Outline, Advisory/Prerequisite documentation, as needed*.

Discipline& Number		Course Title:	
Date:		Prepared by:	

Attach additional pages as needed:

1. NEED/JUSTIFICATION: Why should this course be offered via distance learning?
2. INSTRUCTOR/STUDENT CONTACT
Check all that apply:
 - Online -- Requiring no in-person meetings.
 - Hybrid -- Requires one or more in-person meetings.
 - Telecourse -- Number of in-person meetings to be required _____
3. COMMUNICATIONS: How do you plan to communicate with your students? Please indicate the frequency of use of each technology, and the purpose of using each technology.
 - A. ELECTRONIC
 - Email-- Frequency/purpose:
 - Chat (Synchronous)-- Frequency/purpose:
 - FAQs-- Frequency/purpose:
 - Forum; Bulletin Board; Discussion Board (Asynchronous or Synchronous) -- Frequency/purpose:
 - Television-- Frequency/purpose:
 - Other- Please specify:
 - B. TELEPHONE-- Frequency/purpose:
 - C. IN PERSON MEETINGS: Frequency/purpose: (Note: for Distance Ed classes these must be optional and an alternative must be provided for students unable to come to campus)
 - D. OTHER -- Frequency/purpose (describe):
4. ASSESSMENT: How will instructors ensure that weekly content, course objectives, critical thinking, reading, and writing components will meet standards set in the course outline of record?
5. METHODS OF INSTRUCTION: What methods of instruction will be used to ensure student success?
6. INSTRUCTIONAL MATERIALS AND RESOURCES: Describe how students will be provided access to materials and resources, including assigned text/s.

7. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: How will you accommodate these students?
(See attached Distance Learning Course Accessibility Agreement.)

8. OFFICE HOURS: What method/s will be used for office hour contact in this Distance Ed class?

9. RESOURCES: What additional resources might be needed for this class to be successful online?
 Date

APPROVALS:

1. Distance Ed Coordinator	_____	_____
2. Department Chair	_____	_____
3. Area Dean	_____	_____
4. Curriculum Committee Chair	_____	_____
5. Vice President of Instruction	_____	_____
6. President	_____	_____

DISTANCE LEARNING COURSE ACCESSIBILITY AGREEMENT

The questions below concern the accessibility of your distance-learning course for students with disabilities. The instructor who is teaching this course will ensure accessibility of the instructional materials by agreeing to abide by the following criteria when creating content for online courses such as: graphics, animations, videos, audio, PDF and Word documents, and/or Adobe Flash. (con't on next page)

Yes	No	Requirement and Purpose
<input type="checkbox"/>	<input type="checkbox"/>	<p>1. Using Moodle? The current course management software we use has been certified section 508 compliant. This means when using this system the delivery of your content is guaranteed accessible. However, as the instructor or course creator you must make sure that the content you provide within the CMS is accessible by using the following methods in the boxes below.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>2. Using images or animation? A text equivalent is provided for every non-text element, including both images and animated objects. <i>This will enable a screen reader to read the text equivalent to a blind student.</i></p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>3. Using multimedia? Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must have captions and/or a transcript. With archived audio, a transcription may be sufficient.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>4. Using documents? Ensure accessibility content, including PDF files, Microsoft Word documents, PowerPoint presentations and Adobe Flash content. PDF documents and other content must be as accessible as possible. If you cannot make it accessible, consider using HTML instead or, at the very least, provide an accessible alternative. PDF documents should also include a series of tags to make it more</p>

		accessible. A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.
<input type="checkbox"/>	<input type="checkbox"/>	5. Using forms? When electronic forms are designed to be completed online, the form allows students using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
<input type="checkbox"/>	<input type="checkbox"/>	6. Using timed quizzes? When a timed response is required, the user is alerted and given sufficient time to indicate more time is required.
<input type="checkbox"/>	<input type="checkbox"/>	7. Using web pages? -Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.-Ensure that webpages meet 508 standards by testing through Cynthia Says (http://www.cynthiasays.com/) or through the AccVerify/AccRepair programs (available in the SRC). For step by step instructions, follow the guidelines on the Accessibility Guidelines website: http://www.gavilan.edu/drc/access.html . When creating html content, you can use a 508 compliant program that Gavilan supports such as: Dreamweaver or Contribute (available in the SRC).

You can visit Gavilan's Section 508 Standards for Electronic & Information Technology at <http://www.gavilan.edu/drc/Gavilan508.html>.

For more information on accessibility, see The Access Board provisions at ([http://www.access-board.gov/sec508/guide/1194.22.htm#\(a\)](http://www.access-board.gov/sec508/guide/1194.22.htm#(a))) and the WebAIM Section 508 Checklist at <http://www.webaim.org/standards/508/checklist>

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APPENDIX E: ACCESS CAMPUS PLANNING DOCUMENTS

1. [Strategic Plan](http://www.gavilan.edu/master/): <http://www.gavilan.edu/master/>
2. [Technology Master Plan](http://www.gavilan.edu/tech_plan/Tech_Master_Plan.pdf): http://www.gavilan.edu/tech_plan/Tech_Master_Plan.pdf
3. [Educational Master Plan](http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2011_2016.pdf):
www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2011_2016.pdf

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