

How to fill out the DE Addednum

Do not forget to mark the modality boxes you are intending to get approved. You can click the link on the form or here to get more info. [definition of methods](#).

- Online
- Hybrid
- OnlineLIVE - video over internet (Simultaneous Interaction)

If you select OnlineLIVE make sure you describe how assignments, activities and instructor contact will be delivered in those modalities.

Needs/Justification:

If you only are intending to teach this course online when necessary, it is perfectly acceptable to put “This course is being modified for approval of distance ed delivery in case of an emergency. This course will only be taught online in case of an emergency.” as we’ve been told we should be ready for any disaster.

Otherwise give the actual reason; “the course is in demand and adding multiple delivery methods will allow more access”, “this course lends itself well to being taught in this modality”

For all the **next sections on the form**, state the materials/activities/assessments you or another teacher may be using in a **virtual or online environment**.

Remember, you have provided these for the face-to-face component of this proposal. How do you intend to make those things happen in a virtual or online environment to achieve course SLO’s?

A. Methods of Instruction*

Sample: The course will use the campus LMS and integrate external tools for individual and collaborative learning: Instructor will record lecture videos, with transcripts or captions for accessibility. Course will use discussion boards to facilitate classroom interactions (student to student; instructor to student; small group work). Course will include small group work using LMS tools (e.g. collaboration, discussions) and external tools integrated into iLearn (e.g. Hypothes.is, flipgrid, Labster, etc)

B. Instructional Materials and Resources

1. What materials and resources will you provide your students in a virtual environment?*

Sample: The course modules, including syllabi and orientation materials, will link to online resources on course topics. Students will be assigned website visits, activities using campus LMS, open-access textbooks, articles from the library databases, and/or additional assignments which are accessed through the LMS class links.

2. Have you assessed the use of high-quality open educational resources (OER) to help bridge the digital divide for students in the course? If so, please describe how you will be using them.*

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If you know your department has discussed it and has a department approved resource, state it.

If you are unsure who will be using OER when teaching this class, but you know it has been explored, state it.

Sample: *OER materials have been explored and some have adopted them for use in this class.*

Sample: *Section instructors may adopt OER materials in support of curricular goals. OER may be used as primary curricula or may be used to supplement paid materials. Currently, the most commonly used Lab Book and Statistical Software is freely downloadable, with adoption of paid curriculum.*

If you are unsure or the answer is no, state "No materials have been adopted at this time"

3. How will students be provided access to library materials and other learning resources in a virtual environment? (virtual reference librarian, research guides, digital content, etc.)*

Sample: *Syllabus pages will be dedicated to linking to relevant resources; assignments that integrate interaction with librarians, provide links to these resources at key points in the course and in specific assignments where those resources will be especially useful. Using embedded librarians as available.*

4. How will students access equitable student support services in a virtual environment? (tutoring, financial aid, counseling, etc.)*

Sample: *The Online Student Support Hub page in the LMS points students to the wealth of student support services provided by our campus, including tutoring, financial aid, counseling, basic needs, etc. The instructor will also use the LMS to communicate to their students other links to student services.*

Assessment

How do you intend to assess the SLOs of this class in a virtual environment? Indicate how you will complete your assessments in a virtual environment. For example, "This course will give assessments using the LMS quiz function, conduct demonstrations using Studio, submit research papers using the LMS and integrated tools like Turnitin, etc."*

- Students will demonstrate achieved SLOs through assignments that may include producing video that reflects knowledge of subject matter.
- Students will initiate contact with other students using video conferencing and screen capturing video tools to engage in an exchange of ideas and knowledge.
- Students will demonstrate learning and self-evaluation through individual and group writing assignments using collaborative writing and annotation tools.
- Students will take formative and summative objective examinations to demonstrate SLOs using LMS assignment and quiz tools.

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- Students will utilize video producing tools to show them completing individual and group problem-solving assignments.

Contact

Use the +Add button to list the methods of ensuring regular substantive interaction (RSI) between instructor to student (required) and peer-to-peer (if necessary). Use a variety (but state only the activities that you know may or will be utilized in the classroom) of activities that represent what you will do in the classroom.

This form must demonstrate **at least 2 forms of substantive interactions**, and they must be able to be **utilized regularly throughout the course**. Also, if you checked multiple modalities at the beginning of this form, make sure you state all forms of contact that may occur depending on modality.

Sample types of contact (feel free to copy and paste if it applies):

FACULTY INITIATED CONTACT MUST HAVE AT LEAST 2 Instructor Regular and Substantive interactions

Announcements

- Regular course announcements reflect on activities taking place in the course or around the wider college campus.
- Regular use of the announcement tool (recommended at least once a week) helps guide students through the learning process and clarifies the course content and expectations.
- The announcement remains in the course LMS and keeps a permanent record of that contact.

Emails

- Instructors keep a record of any communication that occurs via email. It is highly recommended to use the Canvas email since it is linked with the coursework and can be tracked in the Canvas course analytics.
- Instructors respond to student emails within a reasonable timeframe (24-48 hours on weekdays) and state the expected response time in the syllabus
- Instructors will inform students of extended absence due to a conference, leave (jury duty, etc.), or other unforeseen circumstances

Faculty Participation on Discussion Boards

- Faculty participates in discussion boards by posting replies to student work, adding comments, or asking questions to further student thinking. While some faculty find that their presence on the discussion can help direct or deepen the conversation, other faculty choose not to respond directly on the discussion board but do provide substantive interaction and commentary through the gradebook feedback areas.
- Other options for participating on discussion boards include providing all class feedback highlighting particular posts as best practices and inviting further reflection.

Assignment Feedback

- Instructor incorporates assignments that include opportunities for individualized descriptive and specific feedback and go beyond automatically graded quizzes.
- When appropriate, instructor can include rubrics to enhance targeted feedback.

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- Assignment feedback is timely as determined by the nature of the content.

Office Hours & Conferences

- Regularly occurring office hours or special study sessions provide instructor-to-student and student-to-student contact.
- ConferZoom or other video conferencing can enhance this interaction as well as provide a record or document of the video-conference session.

Faculty Contact via Publisher Packs or Third-Party Tools

- Instructors who use third party tools, such as publisher packs or other digital apps, must authenticate students through the college's learning management system (LMS).
- When third party tools are used for instructor-to-student contact, instructors should use the LMS to document this interaction.

STUDENT-TO-STUDENT (This amount depends on if your activities and course curriculum call for these type of interactions) Not required but important to creating an engaging DE course so please list them as offered.

Peer-to-Peer Replies on Discussion Boards

- Instructors encourage student-to-student interactions on Discussion Boards by enabling threaded replies or otherwise indicating through instructions or rubrics that peer replies are expected.

Small Group Collaborations & Group Projects

- Instructors create opportunities for small groups and allow students to work collaboratively.
- Instructors provide expectations or a rubric outlining participants' contribution to a group.
- Instructor regularly monitors the groups and provides feedback.

Peer Review

- Instructors assign students to peer review groups to evaluate and give feedback, observations, and suggestions on peers' assignments or projects.

Student-to-Student Q & A

- Instructors provides a peer-discussion forum, cyber lounge/ cafe, or threaded discussion that is not graded.
- In these forums, students can share their learning, such as concepts they learned well and concepts that they find difficult to understand.
- Instructor monitors the forum regularly.

Third Party Tools for Student-to-Student Interaction

- When third party tools are used for student-to-student contact, instructors should use the LMS to document the interaction.

Accessibility Please fill this part out complete. Blank answers will get the form kicked back.

Distance Learning Course Accessibility Agreement

The following general principles should be followed to ensure that distance education courses are

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accessible to students and that the course will comply with accessibility requirements. The specific legal requirements are outlined in Ed. Code, Title 5 section 55200. Please use this [resource for course accessibility training](#).

By selecting "I agree" you are agreeing to deliver the course in an accessible format in accordance with accessibility requirements at Gavilan College.

1. All distance education instructional materials must be created utilizing principles of universal design to afford all students maximum opportunity to access distance education resources in an equally effective and integrated manner and must be delivered in such a way that the academic experience is equally effective for students with or without disabilities. I agree
2. Students requiring academic accommodations may be directed to work with the campus resources supporting students with disabilities so they may participate fully. I agree
3. All distance education resources or materials that are purchased or leased from a third-party provider, must be accessible. This also includes all course content linked, but not contained within, the course management system.

Designing Accessible Content ONLY Answer yes if you are using that particular item, otherwise answer no

The questions below concern the accessibility of your distance learning course content. **The instructor who is teaching this course will, indicate whether certain content type is being included and then ensure accessibility by agreeing to the following criteria by indicating yes or no.**

A. Using campus LMS software?

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 LMS is accessible by using the following methods in the boxes below.

B. Using images or animation?

A text equivalent is provided for every non-text element, including both images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.

C. Using multimedia?

Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must have captions. With archived audio, a transcription may be sufficient and only as a last resort.

D. Using documents?

Ensure accessibility content, including PDF files, Microsoft Word documents, and PowerPoint presentations. 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 accessible. A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.

E. Using web pages?

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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.

F. If you are using other technologies, please ensure that they can certify their compliancy with federal and state laws for accessibility. Before using, ensure your knowledge of creating accessible compliance with the tool.

(e.g. 3rd party software, etc...)