

FORM D--GAVILAN DISTANCE LEARNING COURSE OUTLINE ADDENDUM

- *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. **PROGRAM CHANGE:** Will the addition of this course increase the programs course offerings via distance education delivery to over 50%? YES () NO ()
 If YES, please meet with the Department Chair and Dean to discuss Substantive Change process prior to approval.

3. **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 _____

4. **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):

5. **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?
6. **METHODS OF INSTRUCTION:** What methods of instruction will be used to ensure student success?
7. **INSTRUCTIONAL MATERIALS AND RESOURCES:** Describe how students will be provided access to materials and resources, including assigned text/s.
8. **LIBRARY AND OTHER LEARNING RESOURCES:**
 - A. Describe how students will be provided access to library materials such as course reserves, videos, content-specific databases, and other materials that support your curriculum.
 - B. Describe what support students will be provided to help them locate and use these materials (e.g., links to library tutorials, creation of new tutorials, statement in syllabus directing students to online help, live or taped online workshops with librarian, etc.)
9. **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:** How will you accommodate these students? **(See attached Distance Learning Course Accessibility Agreement.)**
10. **OFFICE HOURS:** What method/s will be used for office hour contact in this Distance Ed class?
11. **RESOURCES:** What additional resources might be needed for this class to be successful online?

		Date
<u>APPROVALS:</u>	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.

Yes	No	Requirement and <i>Purpose</i>
<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 accessible. <i>A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.</i></p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>6. Using timed quizzes? When a timed response is required, the user is alerted and given sufficient time to indicate more time is required.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>7. Using web pages? -Ensure links make sense out of context. Every link should make sense if the link text is read by itself. <i>Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.</i></p> <p>-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).</p>

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>).