**Laney College Curriculum Committee**

Revised 9/11/2020

|  |  |
| --- | --- |
| **Date:** |  |
| **Dept. Name & Course #:** |  |
| **Course Title:** |  |
| **Faculty Originator:** |  |

In accordance with [Title 5 § 55206](https://govt.westlaw.com/calregs/Document/I17CDFA4650794F79B801F22BDD8A83F1?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)): If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets: 1) regular effective contact, and 2) the requirements of the Americans with Disabilities Act.

**Instructions:**

* This “Interim” Addenda for Distance Education is a to be used ONLY if you have a course that is currently *In Review* in META and you are now wishing to adjust DE to the course. The purpose of offering this interim document is to fill a gap created during the META DE tab update over the summer. Additionally, with the added likelihood of remote teaching in Spring 2020, this form gives curriculum that is *In Review*, the opportunity to still adjust DE without the extra work of the old DE Supplement Form (no longer needed/required since we updated the DE tab in META).
* After answering each question, save the document with the title:

DEPT

Course #

“Interim DE” example: ART 101 Interim DE

* Send it to Curriculum Co-Chair, John Reager at [jreager@peralta.edu](mailto:jreager@peralta.edu) who will upload it into META.

**DE for regular (non-emergency) and/or emergency circumstances**

***Will this course be available for Distance Education under regular (non-emergency) circumstances? \* Click on “choose an item” for the dropdown choices.***

Choose an item.

***Which forms of Distance Education Delivery would you like to be available for this course under regular circumstances? \****

Select all delivery methods that you wish to be available for this course in an emergency. Any delivery method not explicitly selected will not be available. For example, if you select Fully Online, but not the other two options, then the only DE Delivery method approved for this course in an emergency will be Fully Online.

Click on the box to the left of the item to choose that form of DE delivery. You may pick all options.

Fully Online (FO) (also known as “100% online”): All instruction, assessment, and activities are online

Partially Online (PO) (also known as “hybrid”): Online instruction with scheduled on-campus meetings and/or assessments

Online with Flexible In-Person Component (OFI): Online instruction with in-person/proctored assessment/activities at a flexible time and place

***Will this course be available for Distance Education under emergency circumstances? \* Click on “choose an item” for the dropdown choices.***

Choose an item.

***Which forms of Distance Education Delivery would you like to be available for this course in an emergency? \****

Select all delivery methods that you wish to be available for this course in an emergency. Any delivery method not explicitly selected will not be available. For example, if you select Fully Online, but not the other two options, then the only DE Delivery method approved for this course in an emergency will be Fully Online.

Click on the box to the left of the item to choose that form of DE delivery. You may pick all options.

Fully Online (FO) (also known as “100% online”): All instruction, assessment, and activities are online

Partially Online (PO) (also known as “hybrid”): Online instruction with scheduled on-campus meetings and/or assessments

Online with Flexible In-Person Component (OFI): Online instruction with in-person/proctored assessment/activities at a flexible time and place

**Student Equity in the Online Environment**

Peralta District Colleges are committed to student equity in the online environment.

***Confirm below that this course will be taught via DE in a manner that conforms with the Peralta Online Equity Rubric:***

* Technology
* Student Resources and Support
* Universal Design for Learning (also addressed in next question)
* Diversity and Inclusion
* Images and Representation
* Human Bias
* Content Meaning
* Connection and Belonging

***Click on “choose an item” for the dropdown choices.***

Choose an item.

**Accommodations for Students with Disabilities**

Per the CVC-OEI best practices rubric, distance education courses must be accessible to students with disabilities and must conform to the principles of Universal Design. These requirements also apply to any instructional technology that may be used in addition to the Peralta District approved course management system (CMS), including publisher resources, LTI integrations, etc.

***Confirm below that this course can be taught via DE in a manner that conforms with the following Universal Design principles:***

* 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 and learning styles.
* Communicate necessary information to the user regardless of ambient conditions or the user’s sensory abilities.

***Click on “choose an item” for the dropdown choices.***

Choose an item.

***Confirm below that this course can be taught via DE in a manner that conforms with the following accessibility requirements:***

* Any images will have alternative text to provide access for students with visual impairments.
* Videos will have accurate closed captioning.
* Audio recordings will include transcripts.
* Pages will use structured headings (i.e. Header 2 for section headings) accessible to a screen reader.
* Hyperlinks will be presented using meaningful link text rather than URLs.
* Content will provide adequate color contrast, font size (12-14), and font style (sans serif) to ensure readability.
* Any PDF files will be text-based, not scanned, and use true headings (e.g. created with the styles menu in MS Word).

***Click on “choose an item” for the dropdown choices.***

Choose an item.

**Instructor-Student Contact**

Per Title 5, distance education courses must include regular effective contact between instructors and students.

Examples of methods to help ensure regular and effective contact between instructors and Students:

* Announcements
* Pre-course contact (welcome and/or course orientation)
* Video conferencing
* Virtual office hours
* Discussion boards
* Chat room(s)
* Instructor-initiated and/or student-initiated emails
* LMS messaging
* Timely and frequent feedback for student work
* Class events such as orientations, workshops, review sessions
* Instructor and institutional resource links
* Student resource links
* Scheduled in-person meetings and/or assessments (not available for Fully Online)
* Telephone

***In the space below, list some types of instructor-student contact that you would recommend for this course. Also state the frequency with which you think each type of contact should be used. You should aim to recommend enough forms of contact (at least 2--3 is a good general rule), at frequent enough intervals (at least 2 forms of contact conducted weekly), so that any instructor following your recommendations would meet the requirement of regular effective contact between instructors and student.***

Click inside the text box to write your answer

**Student-Student Contact**

Per Title 5, distance education courses must include regular effective contact among students.

Examples of methods to help ensure regular effective contact among Students:

* Whole class written discussions
* Small group written discussions
* Group papers and projects
* Group wikis and collaboration tools (Google Docs, Padlet)
* Synchronous and asynchronous video conferencing among students
* Peer reviews
* Peer instruction
* Chats
* Virtual student lounges
* Study groups
* Exam review
* Debates and role play

***In the space below, list some types of student-student contact that you would recommend for this course. Also state the frequency with which you think each type of contact should be used. You should aim to recommend enough forms of contact (at least 2--3 is a good general rule), at frequent enough intervals (at least 2 forms of contact conducted weekly), so that any instructor following your recommendations would meet the requirement of regular effective contact among students.***

Click inside the text box to write your answer