DISTANCE EDUCATION APPROVAL FORM

Course #:
Course Title:
Submitted by:
Date:

1. How will this course be offered?

<table>
<thead>
<tr>
<th>Check those that apply</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The discipline faculty agree that this course will only be offered in a <strong>PARTIALLY ONLINE/HYBRID</strong> format, where students will have a required in-person component and an online component.</td>
</tr>
<tr>
<td></td>
<td>The discipline faculty agree that this course may be effectively delivered through a <strong>FULLY ONLINE</strong> format. Synchronous and asynchronous remote instruction is considered online instruction.</td>
</tr>
<tr>
<td></td>
<td><strong>FULLY ONLINE IN STATE OF EMERGENCY ONLY</strong> - The discipline faculty agree that this course will ONLY be offered in the online format in the instance of a State of Emergency as declared by the Ohlone College Board of Trustees.</td>
</tr>
</tbody>
</table>

2. How will the Student Learning Outcomes/Objectives be met through an online format?

All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. (Examples of potential challenges include educational materials, labs, models, presentations, requirements to present in front of a live audience, field trips, requirements to attend a live performance, or other.)

Please list any uniquely challenging SLO and how it will be achieved in the online format.

<table>
<thead>
<tr>
<th>Student Learning Outcome or Course Objective</th>
<th>What potential challenge exists in the online format?</th>
<th>How will you meet that challenge?</th>
</tr>
</thead>
</table>

☐ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

3. Accessibility

In accordance with Title 5 and AP4105, 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).

Revision 04-23-2020 V4
Accessibility is built into the course using which of the following?

- Simple, logical, uncluttered course design (module structure)
- Use of Header and Paragraph styles on longer pages
- Font formatting, rather than color, for emphasis in text.
- Transcripts of audio clips
- Captions for video clips
- Alt tags on graphics
- Descriptive URL links
- Tables accessible to screen readers (tables should only be used for simple data and have row and column headers and tables should not be used for course layout).
- Directions for accessing support services available for students are clearly posted.
- Other, please specify:

4. Regular and Effective Contact

Any portion of the course that is taught online requires regular substantive contact. This includes the online portion of hybrid/PO coursework.

Regular and effective/substantive interaction includes timely and documented feedback for student work, as well as methods of student engagement such as regular announcements, discussion boards with appropriate instructor feedback, email, live chat, web conferencing, blogs/wikis, etc

Instructor-to-Student Contact

What tools and strategies will all instructors that teach this course use to initiate interaction with all students?

How many times per week will the instructors that teach this course initiate interaction with all students? Is this necessary if we have already stated ‘weekly’ contact is required? Is it accurate if the person completing the addendum is not the one teaching the course/section?

- 1-2
- 3-4
- 5 or more
Student-to-Student Contact
Regular and effective/substantive interaction between students may include discussion boards, web conferencing, live chat rooms, email, blogs/wikis, student groups, student collaborations, study forums, etc.

What tools and strategies will all instructors that teach this course use to facilitate student-to-student interaction?

How many times per week will all instructors that teach this course require the students to engage with each other?

☐ 1-2  ☐ 3-4  ☐ 5 or more

5. Integrity of Student Work
What methods do all instructors that teach this course use to promote academic honesty and prevent cheating and plagiarism? Examples of plagiarism and cheating deterrents include plagiarism check software like TurnItIn, randomizing quiz and test questions, smaller assignments that allow instructors to identify uniqueness of student’s voice, etc.

6. Additional Resources
State if any additional college resources will be needed and/or additional costs will be incurred to implement Distance Education sections.

7. Course Quality
As formerly stated, all DE courses are the “virtual equivalent” of the in-person sections of the course. Verify by clicking the box that the online section meets the same standard of course quality as the traditional face-to-face class in the following areas:

☐ Course objectives and content have not changed.
Outside assignments and assessments meet the same standard of course quality.
Method of instruction meets the same standard of course quality.
Serves manageable number of students per section as determine by faculty in the department.
Required texts meet the same standard of course quality.
Specific expectations will be posted for students with respect to a minimum amount of time per week for student and homework assignments (1 unit = 3 hours of class and study time).
Specific expectations will be posted regarding class policies and procedures, including logging in and completing work.
Materials and images used in the course will reflect the cultural diversity of Ohlone College students.

Distance Education Committee Comments:

Course Approved or Disapproved:

Date forwarded to the Curriculum Committee:

Date of approval by the Curriculum Committee: