

DE Addendum Change Proposal

Presented by:

Erica Reynolds, Instructional
Technologist

Paul Hankamp, Campus DE
Coordinator



Process





**WHY ARE THESE CHANGES
NEEDED?**

18%

of DE students self-reported dropping out of a DE course because “I have a disability or illness requiring the use of adaptive technologies which were not supported.”

New and Existing Policies and Laws



**New Accessibility
Standard**



Title V Updates



**Department of Justice
"Dear Colleague" Letter**

“reinforces the requirement that colleges within the system create, purchase, and utilize instructional materials that comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, in accordance with California Government Code §7405, Government Code §11135, Government Code §11546.7, as well as with best practices.”

CCC Chancellor Oakley

**New Accessibility
Standard**

- **Student Interaction:** Require that online classes include student-to-student interaction.
- **Separate Course Approval:** New language strengthens the section to require that instructors demonstrate how they will achieve regular and effective interaction.
- **Instructor preparation:** Specifies that the preparation would be in accordance with local contracts and policies.

Title V Updates

“Requiring use of an emerging technology in a classroom environment when the technology is inaccessible to an entire population of individuals with disabilities – individuals with visual disabilities – is discrimination prohibited by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) unless those individuals are provided accommodations or modifications that permit them to receive all the educational benefits provided by the technology in an equally effective and equally integrated manner.”

**Department of
Justice**

Distance Education Training



Can you move prompt sample language to section area?

Originator must include specifics such as training course title, dates of training, and who provided training.

Distance Education

Distance education component was developed by an instructor with training in online pedagogy.

If so, describe your training:
"Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility and institutions must provide faculty with both the necessary training and resources to ensure accessibility." (Title 5, 55200)

Method of Distance Education

Remove web assisted courses. Create separate checkboxes for online and hybrid.

Remove Other Modes of Delivery

Method of Distance Education

- Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
- Other Modes of Delivery (describe below)



Online Method Limitations



Online Method Limitations

Needs prompt. Is this to address labs?

How will lecture discussions or reading activities be replicated online? How will classroom community building be replicated online?

Course Content and Methodology

Department faculty have reviewed the course in the distance education mode for the following (you must certify all of the statements that are true with checkmarks):

- The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials.
- If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode.
- The instructional equipment and materials are sufficient.
- The preparation and training of faculty are sufficient.
- Regular personal contact between students and instructor is sufficient.
- Methods of student evaluation are designed to maintain examination security.
- Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.



Course Content and Methodology

Move this to beginning of supplement to prompt writer for upcoming sections in which they must provide descriptions of representative methodologies and/or teaching strategies.

Instructional Methodologies

(How will you deliver the course content?)

Possible updates to language:

- Announcements/Notifications
- Individual Messaging
- Chats
- DM/one to one messaging
- Assignment feedback
- Group Messaging
- Forums/Discussion Boards
- Groups in LMS
- Collaborative assignments
- Synchronous online meetings
- Voice and/or Video Calls
- Office Hours
- Peer Review

Instructional Methodologies (How will you deliver the course content?):

Announcements/Bulletin Boards

Chat Rooms

E-mail



Electronic Forum

One-Way Video Conferencing (One-way interactive video and two-way i

Online Presentations



Representative Courseware/Textbook Materials

Representative Courseware/Textbooks Materials:	<p>Add any additional representative courseware/textbooks/materials that would apply only to a distance education offering of this course.</p> <div data-bbox="328 442 859 671" style="border: 1px solid #ccc; height: 100px; width: 100%;"></div> <div data-bbox="1081 671 1207 719"> </div>
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Can we move out of DE area since *many* faculty use digital content?

Does LTI offer integration with LMS (FERPA and Accessibility compliance)?

Have you asked the publisher for a VPAT?

Methods of Evaluation of Student Performance

Please discuss the variety and frequency of all assessment types (OEI Rubric Section C3 and C4)

Methods of Evaluation of Student Performance:

Please explain any additional methods of evaluation pertaining to DE offering. (Example: online quizzes, weekly homework submitted electronically)



How are you ensuring that students with disabilities can access your course in accordance with Section 508?

Move prompt to section area. Provide tips for making course accessible (captioned videos, semantic structure, alt text, meaningful links, etc.)

How are you ensuring that students with disabilities can access your course in accordance with Section 508?



Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Students should have maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance.



Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

You have no defined contact types.

Contact Type

Frequency/Explanation

- ✓ Announcements/Bulletin Boards
- Chat Rooms
- Correspondence by postal mail
- Discussion Boards
- Email Communication
- FAQ
- Office hours
- Other (explain)
- Resource Links
- Scheduled Face-to-Face Meetings
- Study and/or Review Sessions
- Telephone
- Telephone conversations

Regular Effective Communication & Contact

Need directions. Need to address 3 types of interaction more specifically:

- Instructor to Student
- Student to Instructor
- Student to Student

Update contact type choices in drop-down menu.

What is the process for sharing the DE addendum with faculty who are building DE courses?