Curriculum Proposal for Distance Education Course

Date:

1. Division: Select

2. Course ID and Number:

3. Course Title:
   SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces):

4. Please select the distance education method that best describes how the course content will be delivered to most students taking this class:
   - CTV
     - DE 52: One-way video and two-way interactive audio (delivered video and telephone)
   - ITV
     - DE 51: Simultaneous Interaction: Two-way interactive video and two-way interactive audio
   - Online
     - DE 71: Internet based - Simultaneous Interaction: Session under supervision of instructor not available by line of sight using the Internet with immediate opportunity for exchange between participants.
     - DE 72: Internet based - Delayed Interaction: Session under supervision of instructor not available by line of sight using the Internet without the immediate involvement of the instructor.
   - Other
     - DE 53: Simultaneous Interaction: Two-way interactive audio only
     - DE 60: Text One Way
     - DE 70: Audio One Way

5. Attach course syllabus to this proposal.

6. What perceived need will this distance education course address?

7. Describe in detail how the course content will be delivered and how students will engage this content. Be sure to describe the specific technologies and/or software to be used.

8. To illustrate the description in #7, describe what students in this course may do in a typical week of this course.

9. Title V mandates “regular and effective” contact between DE students and the instructor. Describe the nature and frequency of instructor-student interactions in this course.

10. Describe the nature and frequency of student-student interactions in this course.
11. Describe how you will identify and respond to students experiencing difficulty in this course.

12. Will exam proctoring be required?
   - [ ] No
   - [ ] Yes
   If yes, who will proctor exams?

13. Describe how assessments are used in this course to ensure that student work is evaluated effectively and accurately.

14. Describe the equipment and staff resources necessary to support the course for students and instructors.

15. Describe the contingency plan for this course if access to the delivery system is interrupted.

16. Both state and federal law require community colleges to design courses to ensure access for students with disabilities, including compliance with Section 508 of the Rehabilitation Act. Please indicate the steps taken to ensure accessibility by checking the Yes, No, or NA boxes below. For further assistance with accessibility and assistive technology, please contact DSP&S.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Requirement and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>1. The course delivery provides a text equivalent for all non-text elements such as images, animations, applets, audio/video files and art. <em>This will enable a screen reader to read the text equivalent to a blind student.</em></td>
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<td>2. The course delivery provides descriptions for important graphics if they are not fully described through alternative text or in a document’s content. <em>The description would inform a blind student of what a picture represented.</em></td>
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<td>3. The course delivery ensures that information conveyed by the use of color is also understandable without color. <em>For example, so a blind or color-blind student could understand a color-coded representation of DNA.</em></td>
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<td>4. The course delivery provides textual equivalents to audio information (captioning). <em>The text will enable deaf students to know what others are hearing.</em></td>
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<td>5. The course delivery provides an alternative audio description for multimedia presentations. <em>The sound will enable blind students to know what others are seeing.</em></td>
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<td>6. The course delivery ensures that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <em>The movement can be distracting for students with certain disabilities.</em></td>
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<td>7. If using faculty web site vs. college provided course management system, the web site identifies, by labeling or other appropriate means, row and column headers. <em>The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</em></td>
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<tr>
<td>Yes</td>
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<td>8. If using faculty web site vs. college provided course management system, the web site provides title frames and includes sufficient information as to their purpose and relationship to each other. <em>This will help blind students understand the organizational purpose of the frame.</em></td>
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<td>9. If using faculty web site vs. college provided course management system, the instructor has ensured, through HiSoftware’s “Cynthia Says” <a href="http://www.cynthiasays.com/">http://www.cynthiasays.com/</a> or other appropriate verification, the usability of pages, and will attach to this proposal evaluation printouts of Section 508 and WCAG—Priority 1 compliance.</td>
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<td>10. My course syllabus recommends that students who require accommodations for a disability, such as accessible formatting of course materials, contact me immediately. <strong>Example:</strong> “In compliance with equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Students are encouraged to contact Disabled Students Programs and Services (DSP&amp;S) for disability verification and for determination of reasonable academic accommodations.”</td>
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</tbody>
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Submitted by: 
Tel. Ext: 
Date:

**Approvals:**
Department Chair: 
Dean, Distance Education: 
Division Chair/Director: **Select**

**CURRICULUM COMMITTEE USE ONLY**
Approved by Curriculum Committee: No [ ] Yes [ ] Date:
Academic Senate Approval Date: Board of Trustees Approval Date: