



## How to fill out the DE Addednum

If you know your department has discussed it and has a department approved resource, state it.

If you are unsure who will be using OER when teaching this class, but you know it has been explored, state it.

Sample: *OER materials have been explored and some have adopted them for use in this class.*

Sample: *Section instructors may adopt OER materials in support of curricular goals. OER may be used as primary curricula or may be used to supplement paid materials. Currently, the most commonly used Lab Book and Statistical Software is freely downloadable, with adoption of paid curriculum.*

If you are unsure or the answer is no, state "No materials have been adopted at this time"

3. **How will students be provided access to library materials and other learning resources in a virtual environment? (virtual reference librarian, research guides, digital content, etc.)\***

Sample: *Syllabus pages will be dedicated to linking to relevant resources; assignments that integrate interaction with librarians, provide links to these resources at key points in the course and in specific assignments where those resources will be especially useful. Using embedded librarians as available.*

4. **How will students access equitable student support services in a virtual environment? (tutoring, financial aid, counseling, etc.)\***

Sample: *The Online Student Support Hub page in the LMS points students to the wealth of student support services provided by our campus, including tutoring, financial aid, counseling, basic needs, etc. The instructor will also use the LMS to communicate to their students other links to student services.*

## Assessment

How do you intend to assess the SLOs of this class in a virtual environment? Indicate how you will complete your assessments in a virtual environment. For example, "This course will give assessments using the LMS quiz function, conduct demonstrations using Studio, submit research papers using the LMS and integrated tools like Turnitin, etc."\*

- x Students will demonstrate achieved SLOs through assignments that may include producing video that reflects knowledge of subject matter.
- x Students will initiate contact with other students using video conferencing and screen capturing video tools to engage in an exchange of ideas and knowledge.
- x Students will demonstrate learning and self-evaluation through individual and group writing assignments using collaborative writing and annotation tools.
- x Students will take formative and summative objective examinations to demonstrate SLOs using LMS assignment and quiz tools.



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- x Assignment feedback is timely as determined by the nature of the content.

### **Office Hours & Conferences**

- x Regularly occurring office hours or special study sessions provide instructor-to-student and student-to-student contact.
- x ConferZoom or other video conferencing can enhance this interaction as well as provide a record or document of the video-conference session.

### **Faculty Contact via Publisher Packs or Third-Party Tools**

- x Instructors who use third party tools, such as publisher packs or other digital apps, must authenticate students through the college's learning management system (LMS).
- x When third party tools are used for instructor-to-student contact, instructors should use the LMS to document this interaction.

**STUDENT-TO-STUDENT** (This amount depends on if your activities and course curriculum call for these type of interactions) Not required but important to creating an engaging DE course so please list them as offered.

### **Peer-to-Peer Replies on Discussion Boards**

- x Instructors encourage student-to-  
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accessible to students and that the course will comply with accessibility requirements. The specific legal requirements are outlined in Ed. Code, Title 5 section 55200. Please use this [resource for course accessibility training](#).

By selecting "I agree" you are agreeing to deliver the course in an accessible format in accordance with accessibility requirements at Gavilan College.

1. All distance education instructional materials must be created utilizing principles of universal design to afford all students maximum opportunity to access distance education resources in an equally effective and integrated manner and must be delivered in such a way that the academic experience is equally effective for students with or without disabilities. I agree
2. Students requiring academic accommodations may be directed to work with the campus resources supporting students with disabilities so they may participate fully. I agree
3. All distance education resources or materials that are purchased or leased from a third-party provider, must be accessible. This also includes all course content linked, but not contained within, the course management system.

**Designing Accessible Content** ONLY Answer yes if you are using that particular item, otherwise answer no

The questions below concern the accessibility of your distance learning course content. The instructor who is teaching this course will, indicate whether certain content n ar 1.0-1.33 Oct. 5th 2.3 ud 7fb(d e) 9ndhi)-8n)1(

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Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.

**F. If you are using other technologies, please ensure that they can certify their compliancy with federal and state laws for accessibility. Before using, ensure your knowledge of creating accessible compliance with the tool.**

(e.g. 3rd party software, etc...)