

Cabrillo College
Course Outline of Record
Distance Education Addendum

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the Curriculum Committee prior to being offered (Education Code §55378).

Course Subject, Number and Title

Effective Term

Instructor Name

1. Form of Distance Education

Please select all that apply.

- Online Hybrid (51% or more of course is held on-campus)
- Online/Web-based
- Videoconferencing
- Telecourse (Cable/Broadcast)
- Other (explain)

2. Need/Justification

What is the purpose of offering the course by distance education?

- Satisfies General Education requirements through distance ed
- Satisfies major/occupational requirements through distance ed
- Programmatic needs

3. Instructor-Student Contact

Select the different types of Instructor-Student contacts planned per semester.

- Orientation at start of course
- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards
- Email Communication
- Teleconferencing
- Telephone conversations
- Voice mail
- Correspondence by postal mail
- Office hours
- Scheduled Face-to-Face Meetings
- Field Trips
- Study and/or Review Sessions
- Other (describe)

4. Frequency of Interaction

Does this course generate the required weekly student contact hours? (For a 3 unit course: 3 hours of weekly student contact x 17.5 weeks in semester = 52.5 hours)

YES

NO

5. Accommodations for Students with Disabilities

This course, as designed, meets section 508 standards (see explanation attached)

Quick Reference Checklist for Online Course Material Accessibility

Before checking the box on item #5 on the previous page, use this checklist to assess your course materials.

- Non-text content**
Include a text equivalent for items such as graphic images.
 - Type in alternative text in the **Alt** settings when displaying an image.
 - Supply a description in the **Description** field when using more complex media.

- Multimedia files**
When using multimedia files provide synchronized captioning whenever possible. A link to a text transcript in a separate file may be provided. When uploading a shorter audio file, consider using the Description field for the transcript. For more information on authoring tools with closed-captioning ability, contact the Teaching and Learning Center.

- Color**
Design web pages so that all information that is conveyed with color is also available without color. For example, instead of asking Students to choose between a red button and a green button provide additional information, such as “Select the red button with the word Stop on it.”

- Tables**
When data tables are created to upload to a course web site make sure to identify row and column headers.

- Frames**
Multiple sets of frames can be confusing to users, whenever possible consider creating pages that do not use frames. If you do, make sure that titles of the frames are appropriate even when the content of the frame changes.

- Screen Flicker**
Design pages to avoid causing the screen to flicker such as animated gifs, or quick motion Flash files.

- Text only pages**
Provide a text-only page with the equivalent information or functions if there is no other way to present the original information in an accessible way. Whenever possible, it is better to make the original content accessible instead of supplementing it with a text-only alternative.

- Applets and plug-ins**
When uploading files that require plug-ins use the Description field to add a link to download the plug-in. In general, any file type other than HTML or images will require a plug-in. For example, Quicktime and Flash files.

- Forms**
When creating forms make sure that form elements make sense when read from left to right across the page. It is also important to associate labels with form elements, such as placing the text labels next to text input boxes.

- HTML**
When uploading web files that have been authored using another tool (for example, Front Page, Word, or Dreamweaver), it is important to check the accessibility of the pages first. You can copy/paste the web address of your page into Wave at <http://wave.webaim.org/> to check accessibility.

Access for the Disabled -- Basic Requirements for Providing Access

The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinions M 01-17 and M 03-09) title 5, section 55205 explicitly makes these requirements applicable to all distance education offerings. The following are general principles that should be followed in ensuring that distance education courses are accessible to students with disabilities. They embody the general concepts of the law but do not provide a detailed legal analysis of the ADA requirements. Persons utilizing this document who are unfamiliar with the ADA and section 508 may wish to consult the campus ADA Coordinator or DSP&S Coordinator for further interpretation. In the remainder of this document, specific guidelines will be provided for resolving access issues with respect to particular delivery modes commonly used in DE.

1. One of the primary concepts of DE is to offer students “Learning anytime, anywhere.” Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources “anytime, anywhere” without the need for outside assistance (i.e. sign language interpreters, aides, etc.).
2. Distance education resources must generally be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.
3. Whenever possible, information should be provided in the alternative format preferred by the student (i.e. sign language interpreter, closed captioning, descriptive narration, Braille, audio tape, large print, electronic text). When choosing between possible alternative formats or methods of delivery, consideration should be given to the fact that methods which are adequate for short, simple or less important communications may not be equally effective or appropriate for longer, more complex, or more critical material (Example: Use of a telephone relay service may be an acceptable method for a faculty member to respond to a brief question from a deaf student during his/her office hours, but probably would not be appropriate as a means of permitting that same student to participate in a class discussions in a course conducted by teleconference.) Issues concerning accommodation should be resolved through appropriate campus procedures as defined under title 5, section 56027.
4. Adoption of access solutions which include assigning assistants (i.e. sign language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as a last resort when all efforts to enhance the native accessibility of the course material have failed.
5. Access to DE courses, resources and materials include the audio, video and text components of courses or communication delivered via satellite, Instructional Television Fixed Services (ITFS), cable, compressed video, Local Area Network/Wide Area Network (LAN/WAN networks), Internet, telephone or any other form of electronic transmission. Access to resources and materials include the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible means.
6. 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.
7. Any DE courses, resources or materials purchased or leased from a third-party provider or created or substantially modified “in-house” after August 1999 must be accessible to students with disabilities unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district.
8. In August 1999, the Chancellor’s Office began requiring that the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to title 5, sections 55002 and 55213, every six years as part of the accreditation process. In the event that a student with a disability enrolls in an existing DE course before this review is completed, the college will be responsible for acting in a timely manner and making any requested modifications to the curriculum, materials or resources used in the course, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burden on the district.
9. In the event that a discrimination complaint is filed alleging that a college has selected software and/or hardware that is not accessible for persons with disabilities, the Chancellor’s Office and the U.S. Department of Education, Office for Civil Rights will not generally accept a claim of undue burden based on the subsequent substantial expense of providing access, when such costs could have been significantly reduced by considering the issue of accessibility at the time of initial selection.

10. In all cases, even where the college can demonstrate that a requested accommodation would involve a fundamental alteration in the nature of the instructional activity or would impose an undue financial and administrative burden, it must nevertheless provide an alternative accommodation which is equally effective for the student if such an accommodation is available.
11. Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared college responsibility. All college administrators, faculty and staff who are involved in the use of this instructional mode share this obligation. The Chancellor's Office will make every effort to provide technical support and training for faculty and staff involved in the creation of accessible distance education courses, resources and materials through: campus representative(s) to the California Virtual University (CVU) Regional Distance Education Center, staff from the local Regional Distance Education Center(s), campus High Tech Center staff and High Tech Center Training Unit staff.