

# EMERGENCY REMOTE TEACHING PROPOSAL

COURSE:

Submitted by:

## RIGOR

- ERT sections will cover the course content in the official course outline.
- ERT sections will meet the learning objectives and student learning outcomes in the official course outline.

## SYNCHRONOUS MEETING TIMES

- If synchronous meeting times are held, they will take place within section meeting times published in the schedule.

## REGULAR AND EFFECTIVE CONTACT

ERT courses must meet the state Title 5 requirements for Regular and Effective Contact. How will classes meet these requirements? Check all that apply.

### INSTRUCTOR CONTACT

- online conferences (e.g. Zoom lecture, office hours, etc.)
- instructor-created content (e.g. Canvas pages, videos, slides, handouts)
- regular announcements (e.g. weekly Canvas announcements)
- meaningful assignment feedback (e.g. Canvas rubrics and/or SpeedGrader comments)
- online discussion with instructor participation (e.g. Canvas discussion with instructor replies and/or SpeedGrader comments)
- easily accessed instructor contact information with expected response time
- other (describe)

### STUDENT-TO-STUDENT CONTACT

- online discussion
- online conferences with student participation (e.g. Zoom breakout groups)
- peer review
- collaborative group assignments
- other (describe)

## LEARNING MODALITIES

In the remote environment, presentations and learning materials must be electronic. How will classes meet this requirement? Check all that apply.

- Synchronous Zoom lectures or demonstrations
- readings
- video
- slides or multimedia
- audio
- other (describe)

# ASSESSMENT

In the remote environment, assessment must be electronic. Authentic assessment is encouraged. How will classes meet this requirement? Check all that apply.

- quizzes and/or exams
- online discussions
- projects or labs
- writing assignments
- presentations
- student performance or creative work
- other (describe)

For at least 2 assessment methods, describe preferred ways for teachers to **collect work** and **offer feedback** in the remote environment.

# ACCESSIBILITY

All required course materials must be accessible to students with disabilities. How will classes meet this requirement?

- Zoom sessions will be recorded with transcripts or live-captioned if needed
- accessible versions of textbooks and publisher materials will be made available as needed
- required video will be captioned
- required audio will include transcripts
- required documents (Canvas pages, slides, Word docs, etc.) will be accessible

NOTE: Teachers should keep in mind that students may not have access to computers and high-bandwidth internet during an emergency.

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I have reviewed this form for completeness and recommend this distance learning proposal:

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Department Chair/Coordinator

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Date

I do/do not recommend this distance learning proposal:

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Division Dean

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Date

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Vice President, Instruction  
(following Curriculum Committee action)

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Date

## RESOURCES

- **Accessibility.** OEI offers self-paced online courses that explain **accessibility** in [Canvas](#), [PowerPoint](#), [Microsoft Word](#), and [Video](#). Students generally consult with staff for accommodations, including accessible versions of textbooks (Section 504 compliance).
- **Course Design.** For a comprehensive quality review, see the [CVC/OEI Course Design Rubric](#). The OEI also offers a [Course Review Prep Form](#) with links to explanations starting on page 2.
- [Faculty Support for Online Classes](#)
- **Individual Help.** We encourage faculty to consult with their campus instructional designer or distance education coordinator.
- [Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities](#) (YouTube video recording)

