DE Course Compliance Verification Form

*This DE Course Compliance Verification **is NOT to be used as an evaluation tool** of instructors or courses, and **is NOT to be used as part of a formal review of instructors or courses***

Please check-off the statements below to verify that your DE course (online, hybrid, Proctored Online Course) complies with GCC Academic Senate Policies, GCC Guild Contract Obligations, CA State Title 5 Regulations, and Americans with Disabilities Act (ADA)/Section 508 Federal Laws

Please return this signed Form to your Division Chair before your DE course begins

All Class Section #s:

Term and Start Date of Course(s):

Please read and place a check-mark next to each statement that you can verify is true

I	***The Purpose of the Academic Senate is to make recommendations with respect to academic and professional matters as delineated in what is known as the ten plus one. Please check all boxes below to acknowledge these policies and to confirm that your course meets these policies.***
	A Check-In Assignment that establishes '*attendance*' for DE students is given during the first week of class with the following due dates: Thursday at 11:59pm for 4-8 week DE courses or Sunday at 11:59pm for 10-16 week for DE courses.
	DE students will not be dropped from this DE course *before* the Check-In Assignment due date and time has passed
II	***Regular and Effective Contact activities are required between instructor and student, and between student and student each week in a DE course, according to Title 5 (55204). Please check all boxes below to acknowledge these policies and to confirm that your course meets these regulations.***
	I have reviewed the GCC Academic Senate adopted OEI Rubric (https://tinyurl.com/cvc-oei-rubric) and have aligned my DE course with Section B to meet Title 5 regulations for regular and effective contact.
	Instructor initiates contact 2-5 days prior to the beginning of course by sending a Welcome Letter to students explaining how to log into the course, expectations for participation/attendance, relevant drop policies, and instructor contact information.
	The course design includes regular instructor-initiated contact with students using the College's selected LMS.
	Students are encouraged to initiate contact with instructor through easily accessed contact information within the syllabus and welcome letter that includes expected response times.
	Opportunities for student-initiated interaction with other students are available and encouraged weekly.
	Regular effective contact among students is designed and facilitated to build a sense of community among learners.
	Guidelines explaining required levels of student participation (i.e., quantity/quality of interactions) are provided to students.

III	*The following is a DE obligation from the GCC Collective Bargaining Agreement (July 1, 2015 - June 30, 2018). Please check the box below to acknowledge this policy and to confirm that your course meets this obligation.*
	In the fall/spring, synchronous office hours are offered weekly to students using *ConferZoom/Chat* or an equivalent tool.
IV	**The following are federal laws of the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973. All DE instructors are responsible to ensure that a DE course is ADA/508 compliant. Please check all boxes below to acknowledge these policies and to confirm that your course meets these federal laws.**
	I am aware that accessibility tools are available and have verified my course to meet ADA accessibility requirements.
	I have reviewed the GCC Academic Senate adopted OEI Rubric (https://tinyurl.com/cvc-oei-rubric) and have aligned my DE course with Section D to meet the federal laws of the Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973.
	Heading Styles: heading styles are consistently used to aid navigation through the course when using assistive technology.
	Lists: lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.
	Links: links are identified with meaningful and unique text in place of displaying the URL.
	Tables: column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.
	Color Contrast: there is sufficient color contrast between the foreground text and background to accommodate low vision.
	Color and Meaning: color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.
	Images: images have appropriate alternative text, either explaining instructional value or indicating the image is decorative.
	Reading Order: reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.
	Slides: slides are created using built-in accessible slide layouts with each slide having a unique title.
	Spreadsheets: spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends and totals.
	Videos: videos must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note should accompany the video.
	Audio: audio files must be accompanied by complete and accurate transcripts.
	Flashing Content: blinking/flashing/gifs content should only be used if instructionally needed and not solely as decoration.
	Live Captions: live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.
	Auto-play: audio and video content should not be set to auto-play.

By signing below, I certify that all answers are true and correct to the best of my knowledge

Signature: _____

Printed Name: _____

Today's Date: _____

GCC Email: _____

Division: _____

Division Chair: _____

If you have any questions, please contact your Division Chair