

# Addendum for Distance Education in Emergency Situations Contra Costa College

During a college/facility emergency closure, as mutually agreed upon between the CCC Academic Senate and college president, this course may be offered via distance education. When taught online during college/facility closure emergencies the course shall include regular and effective contact as required by Title 5 and adhere to the Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act. Course outcomes will be met by providing synchronous or asynchronous material using the learning management system, including readings, simulations, videos, etc. Assessments may be administered, and assignments and projects may be collected and evaluated via the learning management system.

To teach this course online outside of a college/facilities emergency closure, regular distance education curriculum approval must be granted separately from this college/facility emergency closure addendum.

## **Relevant Title 5 Sections**

### ***§ 55202. Course Quality Standards***

“The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2” ([Title 5, section 55202](#)).

### ***§ 55206. Separate Course Approval***

“If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

“(a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

“(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures” ([Title 5, section 55206](#)).

**§ 55204. Instructor Contact**

“In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

“(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

“(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors” ([Title V, section 55204](#)).

*I have read and understand the Title 5 regulations above:*

- Yes
- No

**Course Information**

<b>Date:</b>	
<b>Department:</b>	
<b>Course number &amp; title:</b>	
<b>Total units of course:</b>	
<b>Lecture hours/Lab hours:</b>	
<b>First semester to be offered via DE:</b>	
<b>Format (Fully Online/Hybrid/Both):</b>	

**Recommended Preparation to Submit this Proposal**

It is recommended that faculty preparing to teach this course through a distance education delivery mode should have knowledge and training in the following areas (see the DE webpage on CCC website for more information):

- CCC policies and procedures for distance education
- College-adopted Learning Management System (LMS) (Canvas)
- Accreditation requirements for online courses:
  - regular effective contact requirements and options for providing substantive

- interaction to and among online students;
  - section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding accessibility of course material, instruction, and student services for students with disabilities.
- Academic integrity, student authentication, student privacy, and online attendance accounting
- Standards for quality course design and delivery

## **Regular & Effective Contact**

The Title 5 term “regular effective contact” means that the instructor regularly initiates interaction with enrolled students and provides regular opportunities for interaction among students. The frequency of instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of the methods below.

### **Faculty-to-Student Contact**

*I agree that if an instructor designs a section of this course for distance education delivery, they will meet all of the regular and effective contact requirements below:*

#### *Establishing Contact*

- Email a welcome letter 1 week prior to the course start date to guide students how to begin the course successfully. Make sure to archive your welcome email in your orientation module and/or announcements for late add students
- Include a plan or policy for regular and effective contact (ex: Communication Plan) in your syllabus and orientation module (See the CVC-OEI Example Communication Plan in the DE Faculty Handbook)
- Send an announcement on the first day of class to remind students that the course has started and what to do first
- List all contact information methods in multiple places (homepage, syllabus, communication plan, orientation module, etc.) along with your response times (24-48 hours)
- If possible, provide a captioned video to welcome students (recommended)

#### *Maintaining Contact*

- Send out 1-3 weekly announcements
- Respond to students who ask questions in the questions forum within your stated response times
- Communicate with individual students (ex: email, Canvas Inbox, Canvas Chat) within your stated response times

- Hold online office hours during your stated times (ex: Video conference using Zoom, Canvas Chat)
- Participate in required discussions or other student-to-student interaction activities
- Provide timely and frequent, meaningful and individualized, qualitative and quantitative feedback on student work within your stated response times
- Contact students who need help, are falling behind, etc.
- Inform students and your manager when you cannot have regular effective contact for any reason, and inform them again when it does resume

*Student-to-Student Interaction*

- Provide an icebreaker or introduction activity in week 1
- Provide ongoing questions forum with student replies
- Provide a cyber cafe/student lounge/water cooler/study groups activity
- Allow comments on announcements

In the space provided below, explain how you will maintain student-to-student interaction by using **at least 2** of the following larger-scale interactions:

- weekly discussions with required student-to-student interaction
- group discussions with required student-to-student interaction
- group assignments with required student-to-student interaction
- group presentations
- group projects
- peer reviews
- activities with required student-to-student interaction (Padlet, Flipgrid, etc.)
- collaborative annotation assignments with required student-to-student interaction
- student video assignments with required student-to-student interaction
- Zoom for synchronous student-to-student interaction activities

*For questions about these requirements, contact the DE Coordinator.*

## Accessibility

The Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act of 1973 require that all public institutions' electronic and information technology be accessible to persons with disabilities. At CCC, this means that all courses - whether face-to-face, hybrid, or fully online - must have accessible online content.

*I agree that if an instructor designs a section of this course for distance education delivery, they will meet the accessibility requirements below:*

- Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
- Instructional videos will have accurate closed captioning.
- Audio recordings will include transcripts.
- Pages will use levelled headings (such as Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast (such as black on white background), font size (such as 12-14), and font style (such as Arial or Tahoma) to ensure readability.
- Any PDF files will be text-based, not scanned, and use levelled headings (such as those created with the Styles menu in MS Word prior to saving as PDF).

*For questions about these requirements, contact the DE Coordinator or Accessibility Specialist.*

## Publisher Content

According to Title 5 regulations, all distance education courses at CCC must be delivered through the college-adopted LMS (Canvas). If your course requires students to engage with a publisher application within Canvas or a publisher website outside of Canvas, it should be accessible, require student authentication, and protect student privacy.

*I agree that if an instructor designs a section of this course for distance education delivery using a publisher application/website, they will meet the requirements below:*

- The publisher application and/or website meets section 508 requirements for accessibility.
- The publisher application and/or website requires students to validate their identity.
- the publisher application and/or website safeguards student privacy, including student grades.

*I agree that if an instructor requires students to purchase publisher content for this course, the materials must comply with the following Title 5 regulations:*

- “Students cannot be required to pay for access to electronic materials “designed primarily

for administrative purposes, class management, course management or supervision”  
[\(Title 5, section 59400\(b\)\)](#).

- ❑ “Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase” [\(Title 5, section 59400\(c\)\)](#).

*For questions about these requirements, contact the DE Coordinator.*

	<b>Signature</b>	<b>Date</b>
<b>Faculty originator:</b>		
<b>DE Coordinator:</b>		
<b>Department Chair:</b>		
<b>DIC Chair:</b>		
<b>Division Dean:</b>		
<b>CIC Chair (after CIC approval):</b>		
<b>VP of Instruction or designee:</b>		

Revised by CCC DE Committee on 5/8/2020  
 Approved by the Academic Senate on 5/18/2020?