Distance Education Addendum

This form, an addendum or supplement to the Course Outline of Record, is used by the CCC Distance Education (DE) Coordinator and Curriculum & Instruction Committee (CIC) to document the approval of course sections offered fully online and/or partially online. It can be used for both course modifications and new courses. All fields must be completed for a proposal to be reviewed and approved by the DE Coordinator.

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 address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets:

(a) The requirement for regular and substantive interaction between instructors and students and among students as referenced in title 5, section 55204

(b) 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 and substantive interaction between the instructor(s) and students, (and among students where applicable), 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.
B. "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
    1. Providing direct instruction;
    2. Assessing or providing feedback on a student's coursework;

3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution's or program's accrediting agency.

C. Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
   1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
   2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

D. Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

E. For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
   1. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
   2. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week."

§ 55005. Publication of Course Standards

"For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

A. Whether the course is designated as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.
B. Whether the course is transferable to baccalaureate institutions.
C. Whether the course fulfills a major/area of emphasis or general education requirement.
D. Whether the course is offered on the "pass-no pass" basis.
E. Whether the course is offered in a distance education format, and if so, includes the following information:
   1. All online and in-person synchronous meeting days/dates and times
   2. Any required asynchronous in-person activities
   3. Any required technology platforms, devices and applications
   4. Any test or assessment proctoring requirements."

I have read and will comply with the Title 5 regulations above:

❏ Yes
❏ No

Course Information

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

Regular & Substantive Interaction

Regular and substantive interaction between instructor and student and among students is a key feature of distance education courses, and it is what makes them different from correspondence and self-paced courses. It includes both:

- **Instructor-initiated interaction**
- **Student-to-student interaction**

Regular and substantive interaction is a California Title V (section 55204) educational required by instructors of online and hybrid course design and delivery. This means that it is the responsibility of the instructor to initiate contact with students by, for example, making announcements, facilitating discussions, reaching out when they are inactive or miss assignments, and monitoring their overall progress. It is also the responsibility of the instructor to design and encourage opportunities for students to interact with other students in the course, for example via discussion boards, group collaboration, peer review, and other student-to-student interaction activities.

I agree that instructors who offer this course for distance education delivery will meet all of the regular and substantive interaction requirements below:

Instructor-Initiated Interaction

Instructor-initiated, or faculty-to-student, interaction, includes establishing interaction prior to, and at the beginning of, the course, as well as maintaining interaction throughout the duration of the course.

Establishing Interaction

Faculty are responsible for doing the following to establish pre-course interaction with students and guide them when the course begins:

- Send a welcome email 1 week prior to the course start date to help establish contact between instructor and student and guide the students to start the course.
    - Make sure to archive your welcome letter in your orientation module and/or announcements for late add students.
- Include a plan or policy for regular and substantive interaction (example: Communication Plan) in your syllabus and orientation module.
- Send an announcement on the first day of class to remind students that the course has started and what to do first.
- List your contact information in multiple places (examples: homepage, syllabus, communication plan, orientation module, etc.) with your response times (ex: 24-48 hours).
- Is recommended that you provide a captioned video to welcome students.

Maintaining Interaction

To maintain instructor-initiated, or faculty-to-student, interaction, throughout the course, faculty are responsible for doing the following:

- Send out 1-3 weekly announcements that are archived in Canvas.
- Respond to students who ask questions in the questions forum within your stated response times.
- Communicate with individual students (ex: through Canvas Inbox, Pronto, email) within your stated response times).
- Hold weekly online office hours (ex: Zoom video conferencing, Microsoft Teams, Pronto video meetings).
- 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 and substantive interaction for any reason, and inform them again when it does resume.

Student-to-Student Interaction

Student-to-student interaction includes opportunities for both students to initiate interaction with other students and to have consistent, meaningful interaction with their peers throughout the course. Faculty are responsible for designing, facilitating, and encouraging such opportunities as the following:

Required facilitated student-to-student interactions:
- icebreaker or introduction activity in week 1
- ongoing question forums with student replies

Non-facilitated, optional student-to-student interaction opportunity where students can interact informally about non-course related topics (examples: cyber cafe/student lounge/water cooler).

Plus at least 1 opportunity of the following facilitated student-to-student interactive activities every week throughout the duration of the course, with at least 2 different types throughout the course:
- whole class 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 (examples: Padlet, Flipgrid, PlayPosit, Canvas Studio, Hypothesis, etc.)
- collaborative annotation assignments with required student-to-student interaction
- student video assignments with required student-to-student interaction
- Zoom for synchronous activities with required student-to-student interaction

In the space provided below, explain how you will maintain weekly student-to-student interaction by using **2 or more** of the methods listed above:

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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 instructors who offer this course for distance education delivery will meet all of 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 leveled 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 text on white background), font size (such as 12-14), and font style (such as Arial or Tahoma) to ensure readability.
- ❏ Any required files (ex: PDF, Word, PowerPoint) should be accessible.

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.

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

Approved by the Distance Education Committee: 4/15/2022
Approved by the Academic Senate Council: