

Directions to Complete the DE Addendum

Title 5 Definition of DE: “Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the 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. § 794d).”

Delivery Methods: Check all that apply. Select Emergency if the course should only be offered in this mode when in-person instruction is not possible due to an emergency.

Fully Online (FO): All instruction is online.

For example, an English class with required timed writing assessments proctored completely online through Proctorio in Canvas.

Partially Online (PO): Online instruction with **scheduled on-campus** meetings and/or assessments (hybrid).

For example, an English class with required timed writing assignments which students must complete at the college campus on certain designated days.

Online with Flexible In-Person Component (OFI): Online instruction with in-person or proctored assessments or activities at a **flexible time and place**.

For example, a student who lives in San Diego is enrolled in an OFI class at Las Positas which includes four required proctored assessments during the final week of each of the four months during the semester. The student takes instruction online and chooses a day during the final week of each month when the Proctoring Center at Mesa College is available and takes the required assessment there.

Rationale for DE: In two separate paragraphs, explain why the course should be offered in a DE mode and explain how the decision was made to offer the course for DE. If the reason why is due to an emergency, keep the emergency rationale general – do not use COVID-19 specifically.

Accessibility: Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. **It is recommended to choose all of them.** If you need technical training on any or all of them, contact the Teaching and Learning Center. If there is any action you did not select, you must explain why you are not selecting it.

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Measurable Objectives: As required by Title 5, the DE addendum must address “how [measurable objectives] will be achieved in a distance education mode.” Please select all options that address how the measurable objectives will be met when the course is offered as DE. **It is strongly recommended to choose all of them.** If there is any option you did not select, you must explain why you are not selecting it.

§ 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.”

Distance Education - Course Interactions: 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.

Instructor-Student Interaction: Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. The key idea is “initiated by the instructor” – all examples should be instructor initiated and academic in nature.

For each interaction you select, provide the expected frequency with which these interactions will occur. **A minimum of four interactions is required for this section.**

Student-Student Interaction: Regular and effective contact among students is also mandated in Title 5, so, again, do not use the words “may” or “might”. This is necessary to design a collaborative, student-centered environment in which a community of learners is created.

For each interaction you select, provide the expected frequency with which these interactions will occur. **A minimum of two interactions is required for this section.**

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Student-Content Interaction: All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The course must cover all the content detailed in the course outline of record.

For each interaction you select, provide the expected frequency with which these interactions will occur. **A minimum of four interactions is required for this section.**