



Please select the distance education method(s) that describe how the course content will be delivered. These definitions have been pulled from the ASCCC Resolution 09.06 of Spring 2019.

Check ALL methods that will be used for offering this course, even if previously approved.

☐ FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

☐ PO – Partially Online: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

☐ OPA – Online with In-Person Proctored Assessments: Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

All courses delivered in a Distance Education (DE) format must comply with the following regulatory standards:

- Title 5 of the California Code of Regulations for Regular and Effective Contact (REC) and digital accessibility.
- U.S. Department of Education and ACCJC (Accrediting Commission for Community and Junior Colleges) for Regular and Substantive Interaction (RSI).
- Title II of the Americans with Disabilities Act (ADA) for digital accessibility of all instructional content and platforms (WCAG 2.1 Level AA guidelines).

This DE Addendum is designed to demonstrate compliance with these standards. When providing examples, please be specific and keep in mind that multiple instructors may be assigned to teach the course.

Describe how this course, being offered in a DE format, will meet the needs of the campus (e.g., Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please provide a short, specific narrative.



Provide a specific example of how the instructor will conduct regular, synchronous office hours to provide instructional support for distance education students.

Be sure to include:

- How scheduled office hours will be clearly communicated to students.
- The technology platform(s) used (e.g., Zoom, Cranium Cafe, Microsoft Teams, etc.).
- The frequency of these office hours (e.g., weekly, twice weekly, etc.).

Provide a sample syllabus statement that communicates to students the frequency and manner of instructor-initiated contact, and timely feedback on student work.

This statement should include:

- How and when students can expect communication from the instructor (e.g., announcements, emails, discussion posts).
- Expected response time to student inquiries.
- Timeframe for feedback on assignments or assessments.

Describe how the design of this course ensures regular and effective instructor-student interaction.

Your response should demonstrate intentional planning for meaningful, consistent, and instructor-initiated engagement.

Examples of instructional strategies may include (but are not limited to):

- Threaded discussion forums with consistent, instructor-initiated participation.
- Instructor announcements (at least weekly) that highlight key concepts, deadlines, or course progress.
- Instructor-created materials such as videos, audio recordings, or written content that clearly guide student learning.
- Timely and personalized feedback on student work. Note: Automatically graded quizzes in Canvas are acceptable assessments, however, they do not meet RSI standards unless accompanied by instructor-initiated feedback.
- Scheduled synchronous office hours or live sessions (e.g., exam review).
- Synchronous online lectures or meetings that support active learning.



Describe what students in the online version of the course will do in a typical week, after their initial log in.

Your response should outline the typical student experience, including such components as:

- Where students begin after logging in (e.g., homepage, weekly module, announcement)
- Types of activities students complete (e.g., readings, videos, discussions, assignments)
- How instructor presence is maintained (e.g., announcements, feedback, discussion replies)

Note: Please do not copy and paste the “Typical Assignments list” from the main curriculum section. This response should reflect the actual instructional flow and engagement in the online format.

Provide a specific example of how this course will ensure regular and effective student-to-student interaction.

Examples may include (but are not limited to):

- Threaded discussion forums.
- Assigned group projects.
- Peer-to-peer feedback in Discussions and other assignments.
- Collaborative documents.
- Breakout rooms during synchronous online meetings or live sessions.

Describe how your course design, instructional strategies, and assessments support student achievement of the Student Learning Outcomes (SLOs) and Course Objectives in an online modality.



Provide specific examples of how your course supports disproportionately impacted students in an online modality.
Your response should reflect intentional efforts to support equity and student success in the online environment.

Examples of inclusive content, culturally responsive pedagogy, content delivery, and/or communication strategies that promote access, engagement, and equitable student success may include (but are not limited to):

- Case studies that reflect diverse backgrounds.
- Learning activities that draw on students' lived experiences.
- Culturally responsive messaging.
- Equity-minded design of announcements and feedback.
- Low-bandwidth content.
- Sensitivity to limitations in online access.
- Flexible deadlines.
- Personalized outreach.

Efforts to support affordability and access may include current use, development, or planned adoption of Open Educational Resources (OER) or Zero Textbook Cost (ZTC).

Does this course include lab hours?

☐ No

☐ Yes – If yes, please specify whether the lab hours are conducted online, in person, or may vary by section. Briefly describe how direct instruction or facilitation by the instructor during lab activities supports student achievement in the selected modality.

Accessibility Review

Note: If your course includes videos, images, documents, or other digital media, the corresponding accessibility features must be implemented to ensure compliance with Title II of the ADA and WCAG 2.1 Level AA standards.

Accessibility Verification

☐ All materials will be reviewed using the built-in accessibility checkers of the respective software to ensure compliance with accessibility standards.

Please mark the accessibility features that will be implemented in your course, based on the types of content used.

If this course will be taught by multiple instructors, please ensure accessibility features are included for all applicable content types—even those you do not personally use.

Canvas Content

☐ Canvas pages, assignments, etc. (verified using tools such as Ally, UDOIT, or PopeTech)

Multimedia

- ☐ Instructor-made videos (captioned with accurate, complete captions)
- ☐ Third-party videos (e.g, YouTube; verified for caption accuracy or supplemented with transcripts)
- ☐ Audio recordings (accompanied by full transcripts)

Visuals

- ☐ Images and graphics (with descriptive alternative text)
- ☐ Complex visuals (with long descriptions or text equivalents provided beyond alt text)

Documents

- ☐ PDFs (with accessible tag structure, proper heading levels, alt text for images, and logical reading order)
- ☐ Tables (formatted with header rows and accessible structure)
- ☐ Text formatting (includes readable fonts, sufficient color contrast, and spacing)
- ☐ Slide presentations (with slide titles, logical reading order, alt text for images, and adequate color contrast)
- ☐ Spreadsheets (e.g., EXCEL files with clear cell labeling and readable formatting)

Text and Structure

- ☐ Headings (semantic structure using heading tags and logical hierarchy)
- ☐ Lists (formatted with built-in bulleted or numbered styles)
- ☐ Hyperlinks (written with descriptive labels)

Other Content

- ☐ Other (e.g., specialized software, documents, etc.; please describe)