# DE ADDENDUM FOR PORTERVILLE COLLEGE

**Guiding Legislation**

**Title 5, § 55200. Definition and Application:** 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).

**Title 5, § 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:

1. Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and
2. 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, § 55202. Course Quality Standards:** "The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, 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, § 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:

* 1. 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.
	2. 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.

**(Questions)**

1. How will the course content be delivered?
* Face-to-Face
* Online
* Hybrid
1. Need/Justification-What is the purpose of offering the course by distance education? Explain how an any modality outside of face-to-face delivery of the course would address unmet student and/or community needs.

**[RESPONSE TEXT BOX]**

1. Would offering this course in a distance education format provide unique challenges? If so, how do you plan to address them? Please describe any challenges you foresee, and provide descriptions of materials and approaches that could be used to overcome those challenges. When applicable, be sure to reference course objectives or student learning outcomes that may be affected by the challenges you foresee.

**[RESPONSE TEXT BOX]**

1. Please describe how the course design supports students with disabilities in accordance with 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. § 749d). At a minimum, please confirm that sections of this course will commit to following all ADA and section 508 guidelines including but not limited to these: Videos contain accurate closed captions and, if necessary, audio descriptions; Transcripts included with audio content; Web pages and document files use proper embedded structure; Hyperlinks use descriptive text; Adequate color contrast exists wherever color is used; Videos and animations are not automatically started and can be paused or stopped by the user; Outside resources (e.g. publisher’s online content, videos you find on the Web, etc.) that are required, meet 508 accessibility requirements.

**[RESPONSE TEXT BOX]**

1. How will you ensure that the student enrolled in the course is the same one participating in the course? Distance education courses must at a minimum, use the college-adopted course management system (CMS) for all student-student interactivity, for sending out course announcements (or alternatively for recording them), and for sharing the course syllabus with students. If significant course-work will be conducted outside of the CMS (on a third-party site, for example), and that site does not use single-sign-on authentication from Canvas, describe how the Website or application meets accreditation standards requiring students to validate their identity. In addition, include other methods for validating student identity that are likely to be used in the course (e.g. Proctorio test proctoring, physical test proctoring through approved proctors, originality verification tools, frequent examples of writing required to build familiarity with student's writing style, questions drawn from large test banks, etc.)

**[RESPONSE TEXT BOX]**

1. Rigor - Assignments and evaluations should be of the same rigor as those used in the face-to-face course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face-to-face section of this course, how will these requirements be met with the same rigor in the Distance Education section? How will the division ensure course rigor in the distance education course?

**[RESPONSE TEXT BOX]**

1. How will regular and substantive contact, between instructor and students and between students, be achieved in the course? 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 fifty-four (54) hours of contact with students, distributed evenly across the length of the course, using a variety of methods. Please focus on the proactive methods used by the instructor to regularly initiate contact with students and to foster student-to-student interaction. Examples might include the following: announcements through the CMS; discussions conducted within the CMS discussion board (indicate if the discussion will only include students or if the instructor will be a regular contributor); instructor created content (specify if these will be videos, audio, or text based content); timely and frequent feedback on student work; group or individual meetings (specify modalities that might be used for the meetings such as ConferZoom, Skype, etc.); instructor initiated contact with individual students (specify the modalities that might be used such as CMS messaging, email, telephone, etc.)

**[RESPONSE TEXT BOX]**

1. Software and Equipment: - Beyond the basic requirements for an online course, (an Internet connection, an Internet capable computer, and a modern web browser), what additional software or hardware, if any, is required for this course purely because of its delivery mode? How will technical support be provided?

**[RESPONSE TEXT BOX]**

1. Class Size: - Good practice is that section size should be no greater in distance education modes than in regular face-to-face versions of the course. Will the recommended section size be lower or higher than in face-to-face sections? If so, explain why.

**[RESPONSE TEXT BOX]**